CITRUS SPRINGS CHARTER SCHOOL

2017

WASC Initial Report

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Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Citrus Springs Charter School (CSCS) is authorized by the Orange County Department of Education and began serving students in August 2016. The school offers two distinct programs, with the consideration of adding a third program in the 2017-18 school year. Quest Academy was previously part of Harbor Springs Charter School, authorized by Julian Union Elementary School District and WASC accredited since the 2013-14 school year.

Quest Academy (TK-8) – Program Description

In Citrus Springs' Quest Academy, students attend class five days per week, as a seat-based program. Curriculum and instruction in Quest Academy is project and inquiry based. Teachers use authentic resources to assist in learning with hands-on models, activities, manipulatives, and technology. Quest Academy relies upon the teachers' development of curriculum, based upon student personalized learning needs that coincide with the state standards.

In addition to rigorous academics, Quest Academy offers a variety of electives and student events: student council, intramural sports, choir, movie nights, family math, family reading, and community projects.

Homeschool (TK-12) – Program Description

In the independent study (non-classroom based) Homeschool, parents and their children work closely with a California credentialed teacher called an education specialist (ES) to choose the right combination of learning programs personalized for each student. The school believes that parents are the primary educators of their children, and our mission is to support and encourage families in the challenging task of educating their children. Parents meet with their ES regularly (no less than once every twenty school days) to set student goals, create unique lesson plans, and track each student's progress. Each student is assigned instructional funds to be used to purchase curriculum, educational materials, field trips, and services from approved vendors.

Homeschool students in grades TK-8 are able to use a portion of their instructional funds to take enrichment classes at the Santa Ana Student Center. Homeschool high school students are able to take core a-g math and science courses at the Santa Ana Student Center as well; these courses are taught by single-subject credentialed teachers. Homeschool parent and student events are offered throughout the school year.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

The Citrus Springs Community

CSCS serves TK-12th grade students residing in Orange County, with authorization to serve students in the four contiguous counties. Of the over 200 students served by CSCS, the overwhelming majority reside in Orange County (98.6%) and few students residing in Los Angeles County (1.4%).

Orange County has the third largest population in California with over three million residents and has experienced a population growth of 5.3% over the past five years. According to 2015 census data, the reported ethnic majority is predominantly split between white (41.4%), Hispanic/Latino (34.4%), and Asian (20.1%). The median household income is $75,998. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 37.3% countywide.

The demographics of Santa Ana residents are not consistent with the demographics of the county as a whole. The reported ethnic majority in Santa Ana is predominantly Hispanic (78.2%), with significant populations of Asian (10.4%) and white (9.2%). The median household income is $52,519, which is 31% less than the county average. Education levels of Santa Ana residents over the age of twenty-five who hold a bachelor's degree or higher is 11.8%, twenty-five percentage points less than the county average.

School History and Opening

The Springs Charter Schools network functions under one administration with no anticipated changes to the educational programs or school operations. The four separate charter school boards have entered into memorandums of understanding that would ensure consistency of programs for all schools. River Springs Charter School, authorized by Riverside County Office of Education, was established in 2007. Empire Springs Charter School, authorized by Helendale Unified School District (in San Bernardino County), was established in 2013. Harbor Springs Charter School, authorized by Julian Union Elementary School District (in San Diego County), was established in 2013.

The Santa Ana Student Center, which houses the Quest Academy, and Orange County Homeschool Learning Center populations previously functioned under the Harbor Springs Charter. In an effort to expand student enrollment and local student services, school administration petitioned for an Orange County charter. The charter petition was provisionally approved by Orange County Department of Education in May 2016; the charter approval was finalized in September 2016.

The majority of Quest Academy students (83%) chose to remain with the program when it transferred charters for the 2016-17 school year. All continuing Homeschool students who lived in Orange County and were enrolled in Empire Springs Homeschool for 2015-16 school year were allowed to remain in that charter for 2016-17. Any new Orange County students who enrolled in the Homeschool program for 2016-17 were placed in Citrus Springs.

Location of the School and Services

The Santa Ana Student Center is located on Grand Avenue in Santa Ana, on a portion of the property owned by Santa Ana United Methodist Church. The school rents a facility on the church property that is gated and completely separate; the school facility is not accessible to church staff or attendees. No changes of location are anticipated.
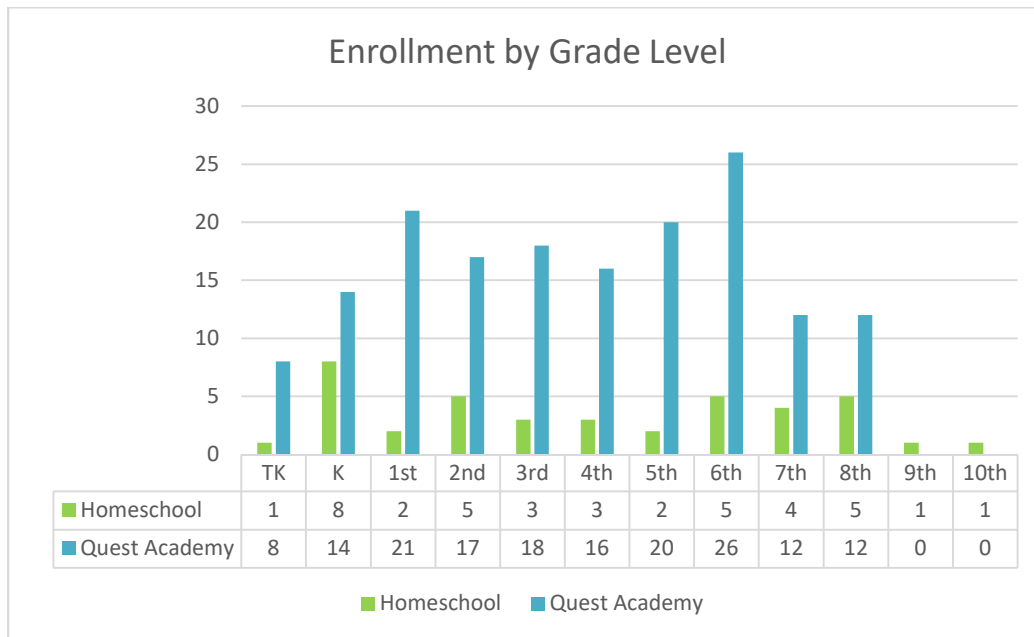
Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up

Enrollment for Citrus Springs Charter School began in the summer of 2016, and remains open all school year. School leadership expects enrollment to grow throughout the school year. High school enrollment is expected to grow significantly in years two and three of operation, when accreditation is finalized and the school is able to offer a-g level courses.

As of the CBEDS data collection (10/5/2016), the majority of school enrollment is in the Quest Academy. 20% of the school's enrollment (40 students) are in Citrus Springs Homeschool, and 80% (164 students) are in Quest Academy.

Enrollment by Grade Level

	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Homeschool	1	8	2	5	3	3	2	5	4	5	1	1
Quest Academy	8	14	21	17	18	16	20	26	12	12	0	0

Data Source: OASIS Daily Enrollment Totals Report (as of 10/5/2016)

The K-8 Quest Academy has doubled program enrollment since it opened in 2013-14 under Harbor Springs Charter School.

Santa Ana Quest Academy
Historical Enrollment
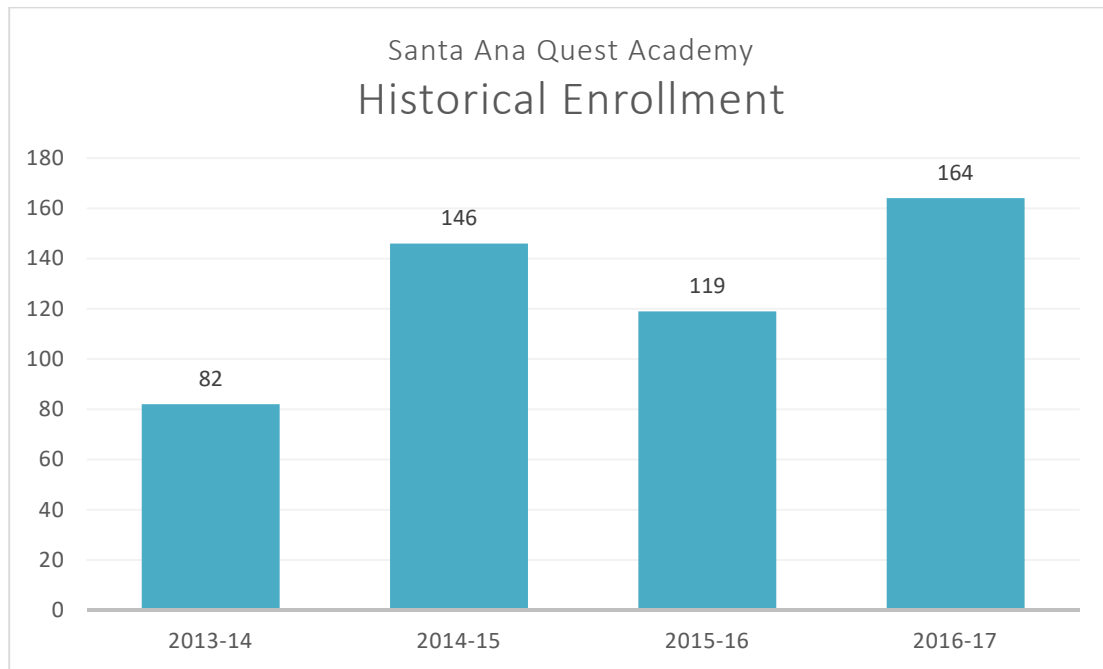
Data Source: OASIS Daily Enrollment Totals Report (as of 10/5/2016)

Overall school enrollment is about 56% male and 44% female. Quest Academy has larger populations of male students (59% of program enrollment) while Homeschool has larger populations of female students (45% of program enrollment).
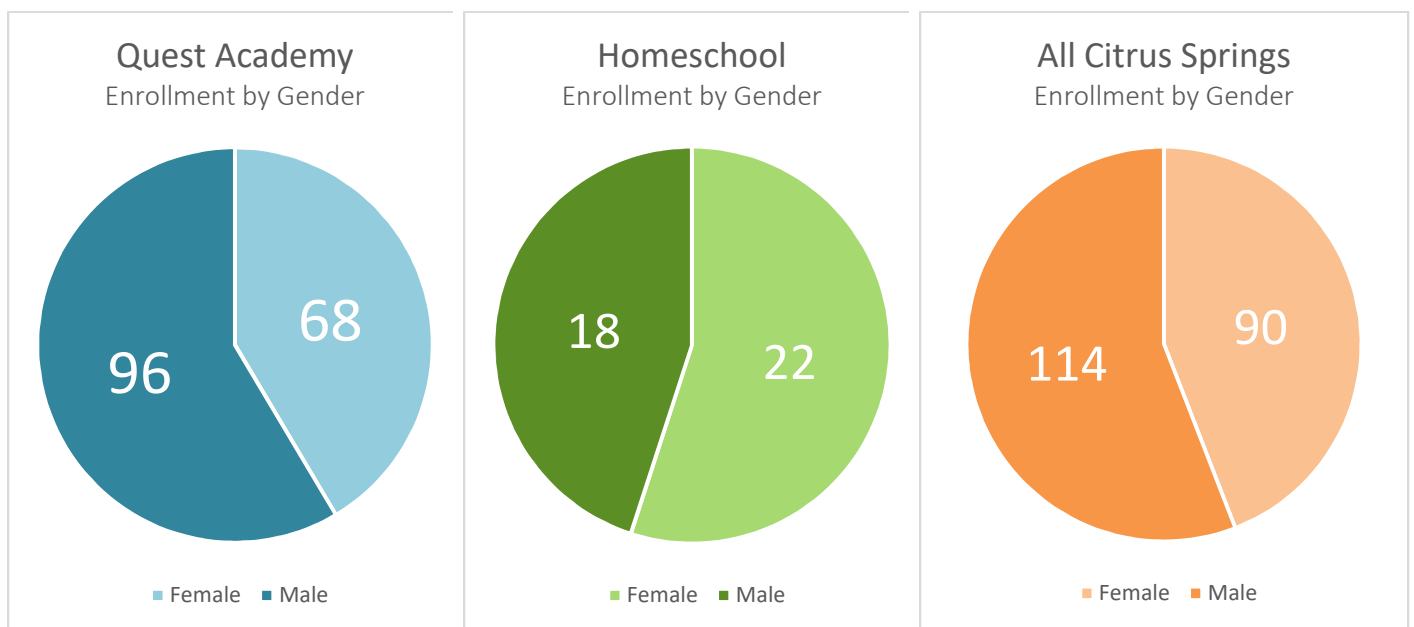
Data Source: Source: OASIS Civil Rights Info Report; Students with approved schedules on 10/05/2016

The majority of students who attend Quest Academy live in the city of Santa Ana, while enrollment in Homeschool comes from all over Orange County. Student demographics in Quest Academy vs. Homeschool follow the same trends as the city demographics in comparison to Orange County as a whole.

Race / Ethnicity	% Quest Academy	% Homeschool	% All Citrus Springs
Hispanic or Latino	74%	32%	67%
White	9%	51%	18%
Pacific Islander	10%	2%	8%
African American	2%	10%	3%
American Indian/Native	2%	5%	1%
Asian	1%	0%	1%
Filipino	1%	0%	1%
Other	1%	0%	<1%

Socio-economically Disadvantaged	% Quest Academy	% Homeschool	% All Citrus Springs
Free-lunch Qualifying	46%	13%	39%
Reduced-lunch Qualifying	27%	40%	30%
TOTAL	73%	53%	69%

Data Source: Source: OASIS Civil Rights Info Report; Students with approved schedules on 10/05/2016

English Learners

Citrus Springs serves 54 EL students; of those, 80% indicated that Spanish is their primary language.

English Proficiency Classification	% Quest Academy	% Homeschool	% All Citrus Springs
English Learner	33%	0%	26%
Initial Fluent English Proficient (IFEP)	4%	0%	3%
Reclassified Fluent English Proficient (RFEP)	11%	3%	9%

Data Source: Source: OASIS Civil Rights Info Report; Students with approved schedules on 10/05/2016

During the 2015-16 school year, 34 Quest students completed the CELDT assessment.   Of those, zero students scored in the "beginning" or "early intermediate" categories.

2015-16 Quest Academy CELDT
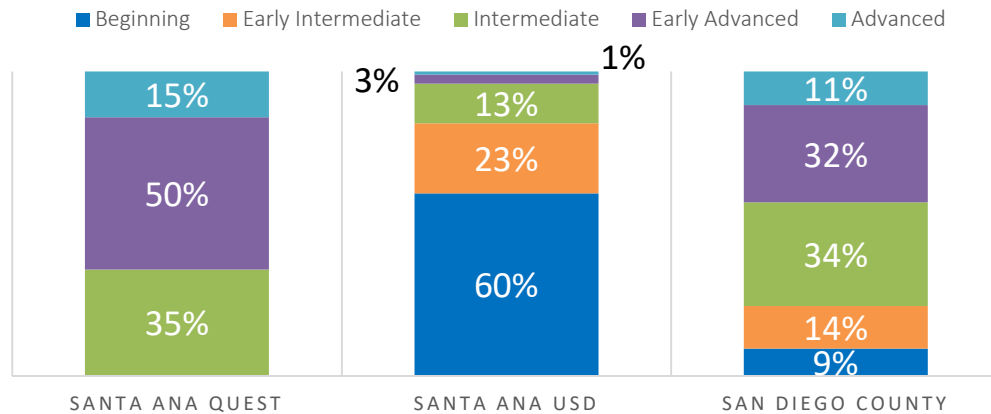
Data Source: Source: 2015-16 CELDT School Score Report. District and County scores from Data Quest.

EL Support and Instruction

All staff who work with EL students are CLAD or BCLAD certified. The Director of Assessment and two English Learner Coordinators (one academy and one Homeschool) review student achievement data, provide staff development, and work collaboratively with the Instructional Support Department and teachers to use CELDT scores, along with other measures to develop lesson plans and curriculum, for EL intensive instruction that is aligned to state standards. Teachers work directly with EL students to create personalized learning goals based on each student's CELDT data, along with other academic indicators and student interests.

Parent and community participation in all EL programs is facilitated through twice yearly DELAC meetings. The school's ELD Master Plan is revised annually by the ELD Committee and includes information about CELDT, Reclassification, ELD, and support for English Learners. In addition, all EL students are monitored through the Response to Intervention (RTI) process.

Special Education

The purpose of the Special Education Department is to identify and provide services to any student who meets federal and state criteria as a student with a disability. Staff is committed to providing a caring community that empowers students to become active members of the school and community, based on their individual strengths and abilities. Parent involvement is considered essential in meeting the diverse academic, emotional, and social needs of each student. Special Education staff seeks to integrate general and special education services with staff working together to promote successful and positive futures for all students.

CSCS provides a full continuum of programs in the least restrictive environment for students identified as requiring Special Education and related services including specialized academic instruction (SAI), speech and language therapy, occupational therapy, etc. Students qualify under the criteria set forth by both the federal and the California statutes.

Students are referred for Special Education services primarily through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) process. However, in compliance with current laws, parents and other community members may refer directly to the department any student suspected of having a disability that is impacting that student's learning, in accordance with Child Find.

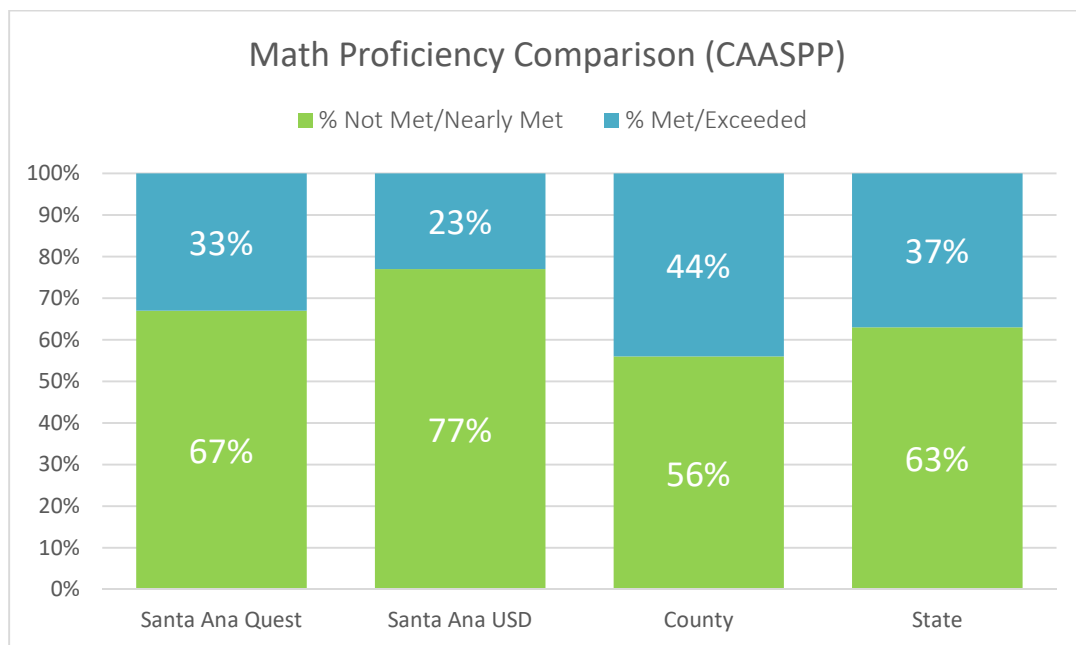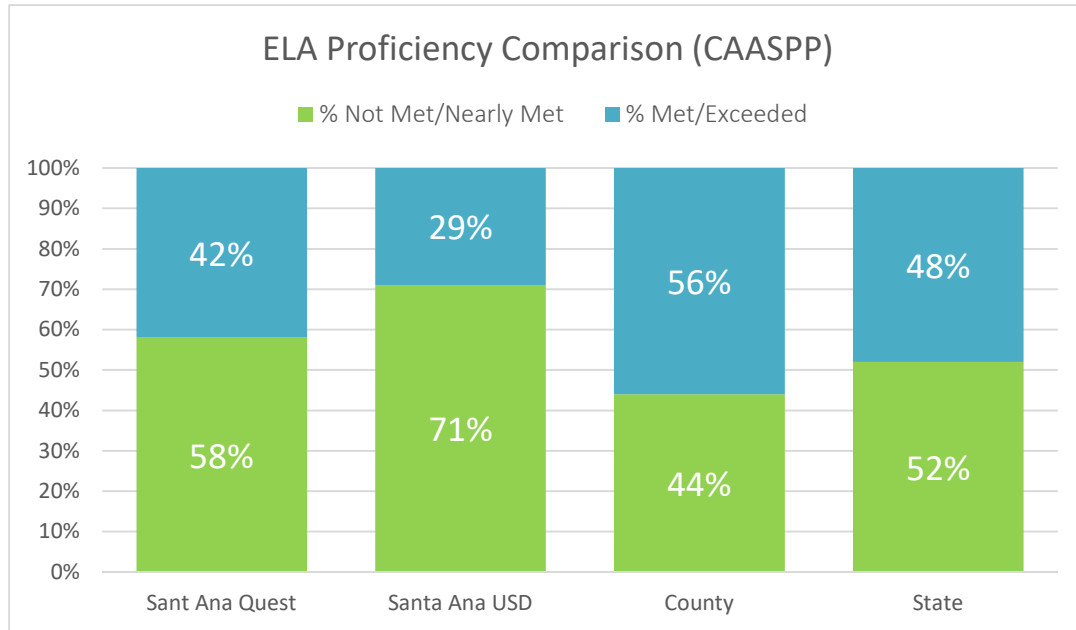| Students with Disabilities	% Quest Academy	% Homeschool	% All Citrus Springs
Active IEP	10%	5%	9%
Active 504	1%	0%	<1%

Data Source: Source: OASIS Civil Rights Info Report; Students with approved schedules on 10/05/2016

Student Achievement

Because all Homeschool students in Citrus Springs are new for the 2016-17 school year, we do not have 2016 CAASPP scores for Homeschool. Below are the CAASPP proficiency band results for all students who tested with Quest Academy (under Harbor Springs) in the spring of 2016.

Students in Quest Academy performed significantly better than the local school district in both ELA and math in 2016. Quest students also made gains from the 2015 CAASPP to 2016. The percent of student who scored in the "met" or "exceeded" categories grew from 37% to 42% in ELA and 29% in 2015 to 33% in 2016 in math.

ELA Proficiency Comparison (CAASPP)

■ % Not Met/Nearly Met   ■ % Met/Exceeded

	Sant Ana Quest	Santa Ana USD	County	State
% Met/Exceeded	42%	29%	56%	48%
% Not Met/Nearly Met	58%	71%	44%	52%

Math Proficiency Comparison (CAASPP)

■ % Not Met/Nearly Met   ■ % Met/Exceeded

	Santa Ana Quest	Santa Ana USD	County	State
% Met/Exceeded	33%	23%	44%	37%
% Not Met/Nearly Met	67%	77%	56%	63%

Data Source: Source: 2015-16 CAASPP School Score Report. District, County, and State scores from Data Quest.

Quest ELA Proficiency (CAASPP)
2015 vs. 2016 by Grade Level
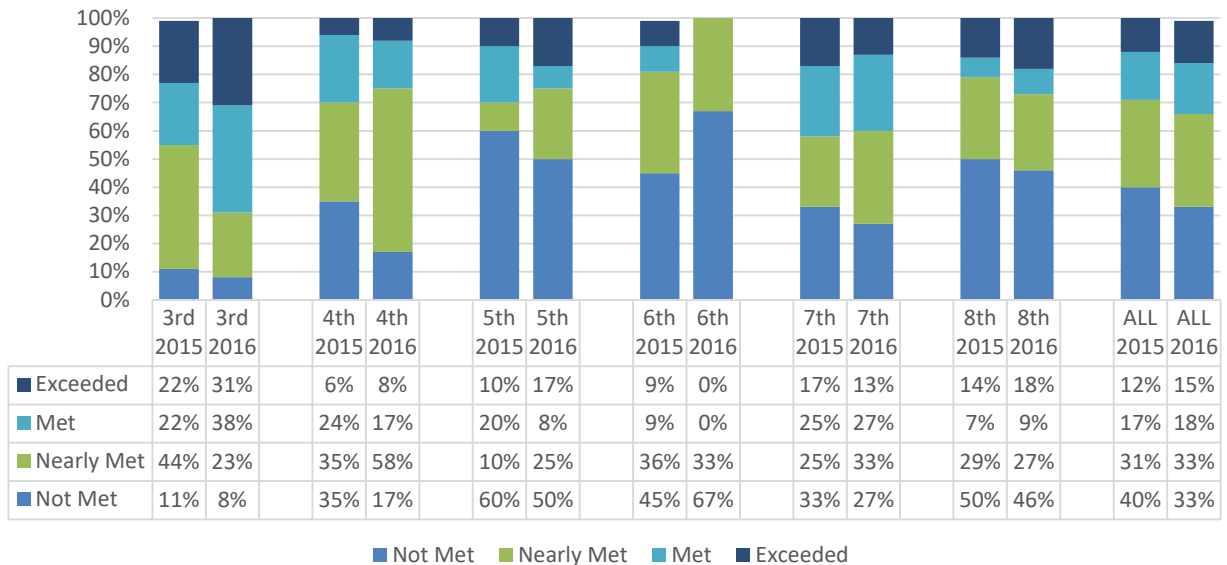
	3rd 2015	3rd 2016	4th 2015	4th 2016	5th 2015	5th 2016	6th 2015	6th 2016	7th 2015	7th 2016	8th 2015	8th 2016	ALL 2015	ALL 2016
■ Exceeded	11%	23%	6%	17%	10%	25%	5%	0%	8%	20%	0%	9%	6%	17%
■ Met	33%	39%	29%	25%	40%	25%	23%	22%	33%	20%	36%	18%	31%	25%
■ Nearly Met	33%	15%	18%	33%	10%	8%	41%	33%	33%	27%	21%	55%	27%	28%
■ Not Met	22%	23%	47%	25%	40%	42%	32%	44%	25%	33%	43%	18%	36%	31%

■ Not Met   ■ Nearly Met   ■ Met   ■ Exceeded
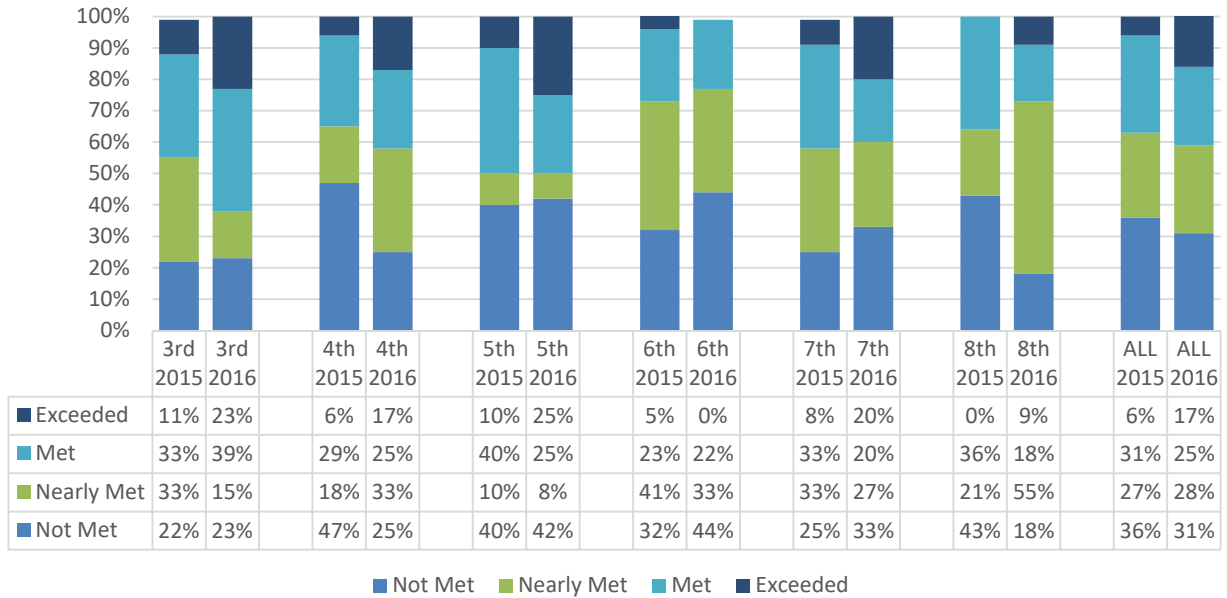
Quest Math Proficiency (CAASPP)
2015 vs. 2016 by Grade Level

	3rd 2015	3rd 2016	4th 2015	4th 2016	5th 2015	5th 2016	6th 2015	6th 2016	7th 2015	7th 2016	8th 2015	8th 2016	ALL 2015	ALL 2016
■ Exceeded	22%	31%	6%	8%	10%	17%	9%	0%	17%	13%	14%	18%	12%	15%
■ Met	22%	38%	24%	17%	20%	8%	9%	0%	25%	27%	7%	9%	17%	18%
■ Nearly Met	44%	23%	35%	58%	10%	25%	36%	33%	25%	33%	29%	27%	31%	33%
■ Not Met	11%	8%	35%	17%	60%	50%	45%	67%	33%	27%	50%	46%	40%	33%

■ Not Met   ■ Nearly Met   ■ Met   ■ Exceeded

Data Source: Source: 2015-16 CAASPP School Score Report.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Citrus Springs Charter School is focused on providing high-quality personalized learning opportunities to students in Orange County. Utilizing a personalized learning model with challenging academic experiences, the school provides an environment where students can choose to become life-long scholars, to display honorable character, and to act as agents of positive change within their community and our global society. We foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) and students' interests and learning style(s). Timelines and activities are created to give optimum learning experiences for the student's educational success. Goals are reviewed regularly and adjusted to assist student in attaining their goals as well as the creation of new goals to move students along their personal learning path.

Shared Inquiry uses strategies to engage all readers in higher-order thinking and collaborative problem solving. In Shared Inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Sharing their interpretations, participants gain new insights and deepen or change their initial understanding. Researchers make it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing; an approach characteristic of action research.

K-8 Overview

CSCS has a clearly defined, synthesized list of academic standards (Key Skills/ICANs) for each core content area in grades K-12. For K-8, Key Skills/ICANs checklists and report cards were created to simplify progress tracking. These Key Skills were developed by department members using the Common Core State Standards and align with the student learner outcomes.

Considering student population, shifts in pedagogy, and trends in education helps ensure that all students meet rigorous and relevant requirements. Key Skills/ICANs are used as a reference to guide the process. An online course management system has been developed to support students at home as well as those in academies. Readiness ability is determined through pre-assessment and student interest surveys to see what subject matter sparks students' interests. If a student is performing above grade level, their program is accelerated or enrichment is provided by the school, depending upon their abilities and interests. Online tools are used to pre-assess students and customize learning to the level that each student needs. Math online tools include ST Math, Ten Marks, and ALEKS. Online literacy tools included RAZ kids, Discovery Education, Reading A-Z, Brain Pop, Lexia, and Reading Plus.

Students are given an I CAN! (Key Skills) checklist with these standards, and they keep track of their own mastery through a variety of resources, including the website and our course management systems, Moodle and Canvas. Common assessments created by each academic department are used by the student to self-assess his/her mastery of Key Skills. Once the student determines that he/she is ready for it, the Mastery Quiz for the I CAN (Key Skills) standard is administered through OARS/INSPECT to track student mastery.

Springs Charter Schools are parent choice schools where staff and parents collaborate to create an individualized learning plan for each student. Plans may be at, above, or below grade level for each subject depending on student need. All students are challenged and held to high expectations regarding achieving academic standards and student learner outcomes. K-8 Homeschool families are provided with the Key Skills and I CANs that correlate to their grade level or course. At each subsequent learning plan meeting, students, parents, and ESs collaborate to assess student progress and design a learning plan that targets specific areas of student learning and aligns with the school's student learner outcomes. The expected level of rigor is communicated to the parents and students through assessment, review of work, reflection, modification, and pacing.

High School Overview

High school students in all Springs Charter Schools have access to rigorous, standards-based curriculum as well as a wide range of opportunities to explore real world applications, including UC Regents approved a-g courses that meet University of California and California State University freshmen admissions requirements, concurrent enrollment opportunities, internships, and Career and Technical Education (CTE) pathways. Citrus Springs Charter will continue working toward the same opportunities, as the school's high school population grows.

The Homeschool high school program provides opportunities for career exploration and pre-technical training. Students are encouraged to participate in our internship program, which matches student interests with career opportunities. Real world or "authentic" opportunities involve job shadowing, work experiences, and apprenticeships. The school hosts field trips that take learning outside of the classroom and invite students to investigate the world around them. High school students are also encouraged to enroll in undergraduate and CTE courses at local community colleges through the concurrent enrollment process.

The school offers resources to support students in preparing for post-graduation goals, including school website resources, classroom presentations, school counselor workshops, and conferences for parents and students. The Counseling & Support section of the website provides information and resources in regards to college events, scholarships, college fairs, testing, AP exams, and academic planning. All staff are provided with a copy of the annual Springs Charter Schools High School Handbook, which provides resources and school procedures for advising high school students.

School counselors are available to meet students and families on a regular basis. Guidance Department staff reviews all student schedules twice a year and tracks student progress through yearly review of each student's individual academic plan.

The high school Homeschool program is supported by highly qualified, credentialed single-subject specialists. This includes an ELA specialist, math specialist, science specialist, foreign language specialist, social studies specialist, and visual arts specialist.

These single-subject specialists support Homeschool students in many ways. The specialists acclimate the students to the tools used in each course. In addition specialists have weekly contact with the students via online discussions. Specialists also conduct monthly online seminars where they conduct instruction, share information pertinent to student success, and answer specific student questions. Specialists create and grade six Key Assignments per year (three per semester), per course. Key Assignments address skills critical to student mastery of content and ensure consistency for course content. Specialists give students specific feedback on each of the assignments submitted.

CSCS programs are successful in preparing students for vocational, community college, state college, and university transitions after high school.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A
Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

*State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.*

School Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

Core Values

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.
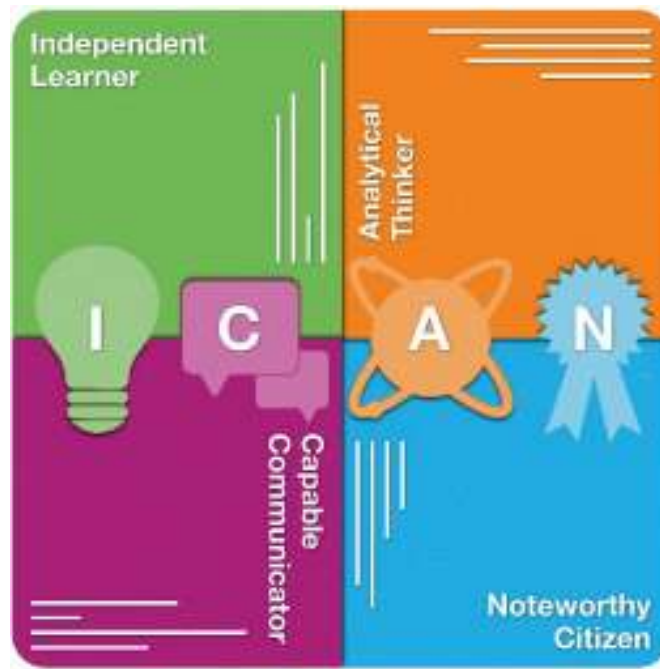
The I CAN student learner outcomes acronym was developed in 2015-16 with the involvement of all stakeholder groups. I CAN: Independent Learner, Capable Communicator, Analytical Thinker, and Noteworthy Citizen. Student learner outcomes are the same for Citrus Springs and its three sister schools in order to ensure consistency of the education program in all affiliated schools.

Student learner outcomes were presented to the schoolwide leadership, academy teachers, Homeschool teachers, and administrative support staff during the fall 2015-16 home group meetings. At each meeting, groups worked collaboratively to provide feedback and help define each area, make suggestions of measurability (with existing or available data markers), and explain what each area would indicate for graduates. During this process, a decision was made to re-title the outcomes: Graduate Learner Outcomes (GLO). The following definitions were established for the new GLOs, and goals were aligned within the schoolwide action plan.

Independent Learner: Self-reflective learners who understand how they learn and how to utilize a variety of skills and resources to obtain their individual goals.
Someone with these attributes:
- Has the skills to learn independently
- Knows his/her own learning style, strengths, and abilities
- Can set goals and work in an intentional and satisfying way to meet those goals; has tenacity
- Plans for future success by setting high self-standards and preparing for the future
- Shows initiative for learning independently, uses resources effectively to learn
- Can identify and employ various strategies to help aid learning
- Actively engages in own learning process

Capable Communicator: Communicators who can read, write, speak, and listen effectively for a variety of purposes and audiences.
Someone with these attributes:
- Has fluent reading skills with a high level of comprehension
- Is able to write effectively for a variety of purposes
- Can use technology to communicate ideas
- Is able to communicate learning within one-on-one, small group, and large group forums
- Can actively listen, incorporating tone, word choice, inference, and other nuanced factors in order to determine meaning

Analytical Thinker: Effective problem solvers who employ logic and scientific method and look at issues from multiple perspectives.
Someone with these attributes:
- Has fluent math skills with high-level understanding of concepts
- Is able to explain concepts through written and verbal means
- Can identify more than one way to solve a problem
- Can explain and employ scientific inquiry to explore a concept
- Understands depth of knowledge/taxonomy of thought and can increase rigor for self and others

Noteworthy Citizen: Individuals who understand the value of their many roles within the community and who use their skills and knowledge to participate and positively impact the world around them.
Someone with these attributes:
- Demonstrates understanding that they are citizens of the community, the nation, and the world
- Contributes in a positive way to their own community
- Has explored career options, and has a plan for after graduation
- Participates fully in the options available within the community
- Demonstrates empathy for others

Explain how the school's purpose is communicated to the members of the school community.

The school maintains a comprehensive website that provides parents with information about all program options, educational philosophies, and enrichment opportunities that the school provides, all centered on the school mission. Prior to enrollment, parents are encouraged through marketing materials and the website to contact the schools' Parent Support staff who provide information, support, academy site tour times, and additional resources for parents during the enrollment process.

The school mission is a central focus of all staff development, PLCs, governing board meetings, and school policies and procedures. The school focus on personalized learning is evidenced in each classroom, individual learning plan, student/parent event, and school initiative.

During each phase, from pre-enrollment to continued enrollment, parents and students have a main point of contact including but not limited to: parent support, intake staff, administrative staff, site staff, teachers/Education Specialists, board members, and Principals/Directors.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

Springs Charter Schools is a network of schools that share the same mission, vision, and educational programs. River Springs, Harbor Springs, Empire Springs, and Citrus Springs are mission driven around the belief of parent choice where the community is the classroom. The mission is to foster the innate curiosity of our students, empower parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. The overall community profile is reviewed annually to determine and/or update the goals for the LCAP.

The school has implemented a user friendly set of academic standards for each grade level that is aligned to new California State Standards. All teaching staff and parents are provided with a copy of the I CAN Standards (Key Skills) for use in lesson planning and tracking student mastery by standard.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

The school mission and core values are established, and there are no plans for revision. However, school goals, centered on the mission and graduate learner outcomes, are revised annually in light of the school climate, student needs, and ongoing school improvement.

A1 Vision/purpose

Supporting Evidence and Documentation:
- School website
- Citrus Springs LCAP
- WASC schoolwide Action Plan
- Board packets

Achievements:
- Mission statement reflects school's needs
- Established graduate learner outcomes

Areas for Improvement:
- Create rubric/continuum (by grade level) for I CAN graduate learner outcomes
- Identify data sources for measuring and monitoring progress on I CAN graduate learner outcomes; integrate into data collection, reporting, and analysis process as part of the ongoing student improvement process.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Provide information about the governance structure and its responsibilities.

The governance structure of Springs Charter Schools consists of four separate governing boards for River Springs, Empire Springs, Harbor Springs, and Citrus Spring, respectively. Each school is its own 501(c)(3) organization with its own distinct and separate Board of Directors. Each board consists of a minimum of five and maximum of seven members, each of whom are members of one of the following two groups: parents or community members. Board members must reside in a county served by Springs Charter Schools.

The Citrus Springs' Boards of Directors are governed by their own by-laws and board policies for the purpose of fulfilling their duties and obligations to the school. Regularly scheduled meetings are held a minimum of seven times per year, in compliance with each school's charter, the Ralph M. Brown Act, and charter school law. School board meeting notices and agendas are posted on the schools' website as well as publicly posted at the school's administrative offices. Parent and community involvement is encouraged and supported. The Springs' website includes a board page with information about how to get involved in the boards.

The Citrus Springs Governing Board is seated by a separate sole-statutory member board, Springs Charter Schools, Inc. This is a detached three-member 501c3 board which has the responsibility of keeping the Citrus Springs Board full with highly qualified members, and assists with staff development throughout the network.

Explain how the school's vision, mission and schoolwide leaner outcomes are aligned to the board and district policies and bylaws.

The boards exercise final authority on all matters, including the implementation of each school's respective mission and vision, major educational and operational policies, budgets and fiscal affairs, selection of the superintendent, procurement of facilities, and academic achievement. The superintendent maintains the authority and responsibility of managing day-to-day operations.

There is a high level of connection between the board's policies and the network-wide improvement plans with the school's vision, mission and schoolwide learner outcomes. In every instance, board decisions are made with the graduate learner outcomes first and foremost. The superintendent provides WASC Action Plan updates during each board meeting. Board members receive annual comprehensive reports on WASC Action Plan progress and revisions.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

Board members are clearly aware of their role, and it is evident in their actions. Citrus Springs' board members are active participants in school and charter discussions and events. The board promotes the school's mission, vision, and graduate learner outcomes through informal and formal participation.

- New board members attend an orientation in which they are versed in the core values of Springs Charter Schools, based on the mission.
- Board members are invited to and regularly attend student recognition events, graduations, ceremonies, celebrations, program grand openings, and other school events where mission, vision, and graduate learner outcomes are evident and parents, staff, and students are actively engaged in mission driven activities.
- Springs board members participate annually in charter conferences in order to stay current with charter school movement issues and to experience the wide variety of innovative education from other charter schools. Most charter school conferences include a series of sessions for board members to network and gain further knowledge of governance best practices.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

There is a high level of connection between the board's policies and the network-wide improvement plans with the school's vision, mission, and graduate learner outcomes. In every instance, board decisions are made with the graduate learner outcomes in mind, first and foremost. The superintendent provides WASC Action Plan updates during each board meeting. Board members receive annual comprehensive reports on WASC Action Plan progress and revisions as well as LCAP progress and updates.

The board is actively involved in the development and adoption of the LCAP. Board reports and presentations are aligned to the school's mission and vision.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

There is a board adopted Uniform Complaint Procedure, which identifies four areas that qualify as a board-complaint: 1) Discrimination/Harassment, 2) Violation of Federal Law, 3) Charging for a free education, 4) Non-Compliance with LCFF. A complaint form is available on the website, and would also be provided at the request of someone filing a complaint. Complaints of other natures, including individual and personnel issues, are directed internally through the appropriate department. When an official Uniform Complaint has been filed, the item will be placed on the board agenda for consideration.

A2 Governance

Supporting Evidence and Documentation:
- [Board section on the Springs website](#)
- [Board packets and public agendas](#)

Achievements:
- Mission-aligned policies and by-laws
- New board member training
- Stakeholder input on policies

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

The leadership structure of Springs Charter Schools is highly effective, with clearly defined areas of decision making authority and responsibility. Leadership teams, whose structures are defined on the schools organizational chart, include: Senior Cabinet, Coordinating Council, Academy Principals, Homeschool Directors, and Administrative Departments. Leadership teams analyze data and revise programs and services accordingly.

The leadership staff regularly reviews the existing processes and data trends to ensure that optimal student learning is occurring.

- Senior Cabinet meetings are held bi-monthly to allow the superintendent and assistant superintendents opportunities to discuss school needs and strategies for addressing schoolwide improvement.
- Coordinating Council meetings are held monthly to facilitate schoolwide discussion and planning across departments. Coordinating Council represents all of schoolwide leadership staff. Topics of discussion include student safety, assessment updates, schoolwide initiatives and planning, best practices, department and program updates, and news regarding the charters and boards.
- Assistant superintendents meet frequently with program leadership, both informally and formally. Formal meetings include the following leadership: principals, Homeschool directors, single-subject specialist, RTI coordinator, Guidance, Special Education, and other administrative departments (Human Resources, Education, Business, Administrative Operations, and IT/Facilities).

- Principals and Homeschool Directors meet with teachers and staff during regularly scheduled meetings including: Education Specialist meetings, academy staff meetings, and PLC meetings.
- Additional schoolwide meetings are scheduled yearly on the school master calendar, including: supervisor training, leadership staff meetings, and classified/support staff meetings.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

Leadership meeting agendas and minutes reflect a schoolwide focus on continuous school improvement to ensure that all students are learning at their highest potential and that programs, processes, and policies are aligned to the mission, vision, and graduate learner outcomes within a non-classroom based learning environment.

Leadership staff and teachers review and discuss data trends identified in standardized test scores, demographic data, iReady, survey results, and other student data. The data findings may lead to implementing policy, establishing new programs, seeking more data, or providing additional resources for teachers and students. Before changes are implemented, the leadership staff revisits the mission to ensure that the decision is aligned with purpose.

The school also disseminates a Springs News Bulletin monthly to staff, parents, and stakeholders to facilitate communication and share network-wide achievements, student and parent event opportunities, and present ongoing school improvement plans.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Leadership teams maintain communication with stakeholders and solicit feedback through surveys, formal meetings, and informal conversations with parents during monthly meetings and school events in order to ensure that student needs are in the forefront of the decision-making processes. Because our parents are truly partners in schooling their children, parents and teachers regularly collaborate using assessment results to personalize learning.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Ongoing program improvement is monitored through a variety of methods to ensure consistency throughout the network.

- The superintendent annually presents the "state of the school" at the August board and staff meetings.
- Yearly superintendent schoolwide goals are data driven and align with the WASC Action Plan, LCAP goals, mission of the schools, and graduate learner outcomes.
- School leadership, including each board, are actively involved in the analysis of schoolwide data and the development of the LCAP and WASC Action Plan yearly revisions.
- Principals and program directors develop a yearly program review report that is presented to administration and each respective board. Each program review includes program demographics, assessment results, program improvements, SMART Goals, and areas for ongoing improvement.

- AIMM, a peer review and monitoring process for academy classrooms, is designed to ensure consistency in the implementation of the mission, vision, and graduate learner outcomes throughout the school.
- Professional Learning Communities (PLC) consistently analyze student achievement data and revise learning strategies to address identified areas of student need.
- Student Learning Plans are aligned to the mission, vision, and graduate learner outcomes, and are data driven.

The superintendent ensures ongoing and effective network-wide communication through a variety of venues. All-staff communication is achieved through the HR "all staff" email notification system. Ongoing communication with parents includes the Springs News Bulletin, parent/student handbook, Daily Refreshment emails, website, and Facebook. The school maintains a schoolwide master calendar that informs staff, parents, and students of schoolwide events and activities.

A3 Leadership

Supporting Evidence and Documentation:
- Leadership meeting, Coordinating Council, Academy Principals, Homeschool Directors, and PLC meeting agendas & minutes
- Springs New Bulletin
- Master Calendar

Achievements:
- Communications with all stakeholders
- Goals aligned to relevant plans (WASC, LCAP)

Areas for Improvement:
- Provide LCAP transition training for leadership staff (to include new rubric)

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Governing Boards and administrative staff employ a highly qualified and effective person for each open position in order to ensure the top level of student achievement and efficiency in school operations. All applications for available positions are posted on Edjoin.org. Job descriptions and a position control system are in place to ensure equitable opportunity and comparable compensation for all staff. Each applicant to the school is assessed and vetted through Human Resources prior to being contacted by the hiring supervisor. In consult with the HR staff, hiring supervisors conduct interviews, contact references, and make hiring decisions based on the needs of each department.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

The Springs Employee Handbook is updated annually and posted online. Staff acknowledgement of the handbook is verified annually. Questions about staffing and conduct policies and procedures are referred to the handbook to ensure understanding and consistency.

Supervisors also attend annual supervisor training and maintain a supervisor handbook, which is managed by the Human Resources Department.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Performance evaluations are an ongoing process, and the school encourages employees and their supervisors to communicate frequently. The performance evaluation process provides an objective, consistent, and fair way to measure employee effectiveness, identify areas needing improvement, and to review goal accomplishments and progress.

- All staff receives an employee performance evaluation 90 days after their hire date and annually. Evaluations are conducted between the employee and their immediate supervisor.
- Conducted in late spring each year, the annual performance review directly addresses individual performance and the employee's ability to have met his or her job requirements. It may also include future goals for increased effectiveness or improvement. A self-assessment portion is included allowing employees to express their perception of their performance during the evaluation period. This document is retained in the personnel file.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

The board approved school calendar includes 10 staff development days per school year, which include the annual staff meeting in August, three days prior to the start of school, and six days interspersed throughout the school year. Additional staff development days are scheduled as needed and staff are paid hourly to attend. Two examples are: Core Training for all new employees and the Personalized Learning Institute.

- Human Resources staff conducts yearly supervisor trainings and ensures that all supervisors receive the Supervisor Handbook.
- Human Resources Department conducts staff development and training annually for all classified staff.
- All staff receives Pupil Services Compliance Training within the first months of employment. Training includes an overview of the school's mission, vision, and graduate learner outcomes, internal job functions, and schoolwide compliance issues.
- All teachers that teach and/or develop online curriculum and instruction attend professional development and training in order to remain current with online learning best practices. The school also has an Academic Technology Specialist to troubleshoot, create processes and procedures and support the online learning classes.
- Springs staff and board members are encouraged to attend job related conferences including the APLUS+ conference for charter schools and the California Association of Charter School's conference.
- All staff has access to additional online training with over 140 online training videos through Lynda.com and hr.springscs.org (Springs HR Online). A Certificate of completion is awarded to staff when individual trainings are complete. Training completion is monitored by Human Resources staff.
- Site safety meetings include monthly staff development and training, as well as certification and training in CERT, CPR, and emergency procedures.
- Springs offers Teacher Career Pathways where professional development opportunities are offered to staff members. These pathways set clear, high standards for instructional excellence. They provide frequent training and feedback to help teachers learn and grow. The Teacher Career Pathways is a 4 stage system: 1) Emerging Teachers, 2) Distinguished Teachers, 3) Lead Teachers, and 4) Master Teachers.
- Each summer, the Personalized Learning Institute offers teachers the opportunity to develop personalized learning pedagogy.
- Educational Specialists who are new to homeschool teaching are assigned a mentor.

Summarize the current process to determine the measurable effect of professional development on student achievement.

The programs use pre- and post- training surveys to determine growth based on targeted professional development goals. Surveys are sent to families each year to identify if new components and training are being shared and utilized within the home setting.

Staff Development, online training, have been focused on a plan to support students in the area of math. Due to this focus the number of students that are marked "not met" in math proficiency has decreased in every grade level at Quest Academy except for 6th grade. CSCS continues to focus on math improvement and strengthen the staff development plan in order to see even greater gains on CAASPP.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

All K-8 academy teachers and Homeschool ESs are credentialed appropriately; the majority hold Clear Multiple Subject Credentials. Homeschool single-subject specialists, who are responsible for high school course design and oversight of all core courses, hold single-subject credentials in their content areas.

Attach a copy of the school's master schedule indicating staff assignment and length of period or module. Describe any use made of regularly employed instructional assistants.

Reference Appendix item B.

Describe any regular use made of community volunteers.

CSCS encourages parent volunteers on campus. To ensure safety for all students and staff, volunteers are cleared through the Human Resources Department. Volunteers are expected to follow all federal laws, state laws, and school board policies, including (but not limited to) FERPA, sexual harassment, child abuse reporting, discrimination, tobacco and alcohol prohibition, and more. All volunteers are required to complete an application, have authorization from the principal, complete a TB risk assessment, and pass Megan's Law check. Select volunteers who would be required to work one-on-one with any student must also go through the Live Scan background check. (see appendix item I)

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

In the classroom, the ratio is 28:1, not including counseling or special education faculty, instructional aides, or parent volunteers.

Provide the information regarding support or classified staff.

The Quest Academy has multiple classified staff including a Site Facilitator, Receptionist, and Assistant Classrooms Educators (ACES) which act as aides in the classroom and supervise students during recess/breaks and lunch. Every full classroom employs an ACE for as many hours as students are present.

A4 Staffing

Supporting Evidence and Documentation:
- Springs Employee Handbook
- Volunteer Packet
- Board Approved Attendance Calendar

Achievements:
- Salary schedules
- Adequate staffing
- New employee training
- Job descriptions & employee handbook annual review
- Professional development opportunities
- Faculty hold appropriate credentials

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

> **Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Budgets are developed each year in alignment with the schools' vision, mission, LCAP goals, and student achievement of the schoolwide learner outcomes. Materials, supplies, and staffing are prioritized to ensure adequate support to address student learning needs.

All LCAP goals were developed with all stakeholder groups giving input throughout the network, with Citrus Springs LCAP outlined in the Charter Petition document. Expenditures are maintained through the Business Department with updates and revisions provided by the Administrative Operations Department.

Special Education resources are received from the El Dorado SELPA and are utilized to support the needs of students with disabilities in accordance with all required state, federal, and fiscal guidelines.

Federal and other restricted resources are also received and used, per guidelines, to assist targeted students. These revenues and expenditures are coded by resource in the school's financial system and reported to the Governing Board per policy.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

School leadership staff participates in ongoing and collaborative budget analysis and discussions. All budget considerations are aligned to the school's mission and vision, LCAP and state priorities, school-wide learner outcomes, student achievement results, and new California State standards (common core, college and career readiness, and grant goals) as applicable. Budget decisions are based on ensuring that there is personalized learning in all programs across all three charters. More specifically, staffing costs (certificated, classified, and benefits) ensure that student and school needs are met. Staffing costs include student-to-teacher ratio, instructional aide support, highly-qualified teachers, and proper administrative support.

Explain the impact the process for the allocation of resources has made on student learning.

At Quest Academy, classrooms with 25 students or more have an Assistant Classroom Educator (ACE). This model was put in place to provide more support for students by supporting the teacher with instruction, behavior, and classroom management. Each ACE received ten days of training over the summer which included all materials needed to successfully complete their job duties. The allocation of these resources and funds supports our mission to promote optimum learning.

For Homeschool, each student receives Instructional Funds to be used to maximize their learning outcomes. Each Education Specialist works with the family to ensure that each student has all of the books, materials, and services necessary to meet state standards and achieve personalized learning while keeping students interests in mind.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

The principal/director and assistant superintendent meet with the assistant superintendent of Business and superintendent each spring to discuss their budget for the following year. At the meeting, the budget is discussed thoroughly and initial action plans are developed. After all meetings commence, the assistant superintendent of Business and superintendent discuss schoolwide budget needs, and the superintendent decides which expenditures will be kept. Once all of the budgets are solidified, the school's entire budget is formulated for Board discussion. Each May the assistant superintendent of Business has an informational agenda item for each Board based on these meetings and obtains Board feedback on overall allocations. In the June meeting, the budget is approved by the Board and submitted to the authorizer by prescribed deadlines.

All of the charter schools have a highly qualified, expansive Business Department which handles all requirements regarding the annual budget, annual audit, and business/accounting practices.   The Business Department develops the initial budget as described above. Along with monthly maintenance for internal use, the department also completes all SACS and other reports for First Interim, Second Interim, and Unaudited Actuals. Each of these reports are combined with authorizer-specific requirements and sent to them based on agreed upon deadlines. Each charter is separately audited by an external auditing firm.

The Business Department uses best practices throughout all processes. Based on FCMAT, CASBO, SSC and other state agencies, the business department has policies, processes, and handbooks for each function. There are also segregation of duties throughout the department to ensure there is no mishandling of funds.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

The school facility is adequate to meet the school's vision, mission, and graduate learner outcomes. The campus is completed gated and offers thirteen classrooms, a front office with space for specialized student services, a multi-purpose room for assemblies and student events, and an outdoor space including green field, play structure, and basketball court.

The facility is safe and maintained by the Springs Facilities Department. Security protocols are in place for all students, staff, and visiting parents.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

Materials and Equipment are allocated based on the school's mission, LCAP goals, program needs, and state guidelines. Since we do not participate in textbook adoption, each program is tasked with ensuring all students have adequate, up-to-date materials for all students. Principals and Homeschool directors must also ensure that staff development is properly budgeted to meet their specific program needs. Other areas include office supplies and technology, which is allocated based on student need, program goals, and LCAP. Each classroom is equipped with at least 12 Chromebooks, and all Homeschool students are offered a Chromebook for school use. The IT department fully supports all students/staff with issues regarding their Chromebooks.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

As detailed in section A4, Citrus Springs staff have access to regular staff development and mentoring opportunities. These opportunities include, but are not limited to: Professional Learning Communities (PLCs), Data Days, All-staff trainings, Site trainings, Principal Trainings, and other contracted outside services based on need (eg: NCUST). Staff can also apply to become part of specialized training, such as the Personalized Learning Cohort, where they can become a leader and mentor amongst the teaching staff on their campus. Newly credentialed teachers also participate in the Teacher Induction Program where they are assigned a mentor and are able to clear their credential.

A5 Resources

Supporting Evidence and Documentation:
- 2016-17 Preliminary Budgets
- 216-17 First Interim Budget

Achievements:
- Consistency of practices

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

The school regularly reviews its long-range plans through ongoing review of the LCAP and WASC Action Plan with support from all departments. The school allocates resources through collaborative budget meetings based on school/program need, school mission, and graduate learner outcomes. All resource allocation decisions are made with the principal/director and assistant superintendent and approved by the board. Expenditures and resources are also based on federal and state grant program guidelines including, but not limited to, LCAP goals, Title I, Title II, Title III, restricted lottery, Education Protection Account, Special Education, and the like.

All stakeholders are involved in future planning, especially when developing/maintaining the LCAP document. Other long-range capital needs are developed by Senior Cabinet and presented to the board for discussion in open session. Senior Cabinet members discuss long-range planning and schoolwide initiatives. Orange County Department of Education (OCDE) is also involved in long-range planning via multi-year projection submissions. Changes to the charter document must be submitted in advance to the charter school's authorizer and approved in public session.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

Policies are reviewed and revised as necessary and discussed with the board. The Citrus Springs Board has adopted the following business policies:

4001.1 – Contracts
4002.1 – Budget
4003.1 – Financial Reports and Accountability
4007.1 – Cash Receipts
4008.1 – Debt
4009.1 – Accounting

Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

The board is informed during each budget presentation of projected annual reserves both in dollars and percent of net expenditures. Board members are thorough in their readings/analysis and often ask questions of staff.

The annual external audit is thorough, covering all business and attendance practices. The audited financial statements will follow all state guidelines including approval by the local board, submission to the authorizer, and sent to the county and state.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

There is ongoing communication with the charter school authorizer that ensures that the business processes have adequate oversight and ongoing feedback. There are internal auditing systems in place to ensure compliance prior to issuing warrants (checks). Over the past four years, there have been zero audit findings or management letters to any charter in the network. It is expected that with Citrus Springs first audit in the spring of 2017 that there will also be no issues. Business staff strives for continual improvement and attends various workshops and conferences in order to stay informed of current initiatives and information from state entities.

Citrus Springs follows all generally accepted accounting principles. The charter's business staff uses the California School Accounting Manual and SACS reporting. Further, the school must complete additional paperwork as required by the authorizer, SELPA, state, etc. An external auditor will be secured each spring with the student records/attendance audit completed each summer and the financial audit completed each fall. By December 15th of each year, the boards receive the audit report and discuss prior to approval. This audit report is then given to the authorizer, county, and state for review. All policies and procedures are reviewed and revised annually.

Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Business administrators are highly qualified and provide ongoing supervision of staff and department functions. There is complete segregation of duties to ensure that no one person can complete a transaction in any financial system. Accountability measurements include:

- New vendors or vendor changes are done through the Vendor Relations Department who report to the director of operations.

- Any Accounts Payable data entry is double-checked for accuracy by the assistant controller

- Only controllers or the assistant superintendent can approve checks on behalf of the schools. None of these individuals enter payables.

- No Accounts Payable clerk can go beyond entering an invoice to make a claim. They also cannot change vendor information (including names and addresses).

- Along with the assistant controller reviewing invoices, a sample review is also completed by the controllers or assistant superintendent of business on a regular basis.

- Each Accounts Payable clerk is assigned specific duties within the system.

- When checks arrive, they are double checked against the invoice by the administrative assistant or a clerk in the business office. Accounts Payable does not check their own work, and it ensures that any irregularities could be caught.

- All Accounts Payable staff are overseen by the assistant superintendent. The controllers and director of regulated operations are supervised by the assistant superintendent.

- Checks are written by a controller but signed by the assistant superintendent and superintendent only.

- If there were any irregularities or questions within the business department, proper protocols would be followed to investigate. Although this has never occurred, our assistant superintendent of business is also a certified fraud investigator, and her expertise would be used, if needed.

Each of the schools follow a strict protocol for financial practices. Specifically,

- There are only five persons who are able to sign contracts, per board policy. All contracts over $10,000 must be ratified by the board in public session. All contracts over $50,000 require board approval prior to execution.

- Controllers write checks and only the assistant superintendent and superintendent can sign them.

- Instructional Funds are released through an electronic process which is done by our purchasing coordinator when indicated by the Assistant Superintendent of Administrative Operations. If additional instructional funds are needed for a student it must be approved, in writing, by a homeschool director, and dropped by the purchasing coordinator.

- Payroll information is entered by the Human Resources Department; not the business department. However, the business department approves and views payroll information. The Human Resources

Department has best practices and segregation of duties in place to ensure proper accounting and strict confidentiality.

- Bank reconciliations are done by an Accounts Payable technician, not the controller who inputs the deposits into the system. All deposits are unsealed and counted by two different staff members, but deposit transactions are entered into the financial system by the controller. The department's administrative assistant actually takes the deposits to the bank. There are five people involved in every deposit.

- The credit card policy is board-approved and strictly followed.

- For reconciliations done by the Assistant Superintendent of Business, the Assistant Superintendent of Administrative Operations (who was the Assistant Superintendent of Business until 2016) double checks and signs for all work.

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

The Business Department coordinates an external annual finance audit and an annual student records audit. The audited financial statements follow all state guidelines including approval by the local board, submission to the authorizer, and sent to the county and state. Internal procedures and safeguards have proven to be generally accepted principals of accounting and audits.

Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

Business staff updates each charter's operating budget monthly. The school also has complete personnel practices in place including a Position Control System, Personnel Action Form, and Stipend Action Form. Once initial budgets are set, any request to delineate the budget must be approved by both the immediate supervisor and Assistant Superintendent of Business. The Superintendent makes the final decision when the decision is in question or involves leadership personnel. Any and all new/changes in positions are changed monthly in the budget; therefore, keeping the budgets up-to-date each month. The budgets are then reported to the board at each regularly scheduled board meeting and in accordance with state deadlines. The board approves all expenditures via a Warrant List, at each public meeting. For larger expenses the boards have a contracts policy in place. An expenditure over $10,000 must be Board-ratified and anything exceeding $50,000 must be pre-approved by the board prior to entering into the contract. The board is provided with

an executive summary that explains the rationale for the expenditure and the full contract as a part of their board packet.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

The Human Resources Department reviews and revises the school's Position Control System process to ensure that salaries and compensation are comparable to other school districts. Administration regularly reviews the re-balancing of staff and resources as well as investigates comparable compensation of neighboring districts. The board annually discusses and approves the Salary Schedules and Position Control System as presented by the Assistant Superintendent of Personnel. Further, the Human Resources Department works with school leadership staff to ensure adequate staffing for all of the programs. In 2015-16, the Human Resources Department hired an outside consultant to complete a compensation study for the three existing charters. Study findings were then used to design the Citrus Springs Salary Schedule.

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

The school website is well maintained and gives comprehensive information about all educational programs. The Parent Support phone line (designed to provide school information to prospective families), website live chat, and Intake staff offer parents and students thorough information about school programs, prior to enrollment. During all Parent Support conversations and on the enrollment application, families are surveyed to find out how they heard of the schools; this allows us to assess the effectiveness of targeted marketing efforts. The school actively uses social media and online reviews to create a more positive web-presence and adequately articulate the school program options and supports to the public.

When seeking new enrollment the charter develops and implement a marketing campaign that will advertise the program/charter through multiple outlets.

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

The public and appropriate governmental entities will be informed about the financial needs of the organization through the following means:
- Audited Financial Statement
- Budget updates to the Boards
- First Interim Budget
- Second Interim Budget
- Unaudited actuals
- Preliminary Budget
- Education Protection Account board-approved budgets on website
- Title I in SSDP and through consolidated application
- Title II through consolidated application
- Title III through SSDP and consolidated application
- Perkins IV through grant documentation

- Public charter schools grant program through grant documentation (Empire and Harbor only)
- LCAP document through previously explained process
- Lottery restricted through financial system reporting
- Special Education reporting through financial system and SELPA mandated reports

All reports will be reported in at least one of the following ways (depending upon mandated processes):
- Posted on website
- Board approved
- Sent to authorizer/county/state (as applicable)
- Reported on Consolidated Application
- Reported through grant mandated, public reporting

Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

Citrus Springs Charter School has adequate reserve funds in order to sufficiently address the schoolwide learner outcomes and critical needs of students. As of the First Interim Reporting in December 2016 the charter has the following reserve.

Charter	Projected Reserve $	Projected Reserve %
Citrus Springs	$192,653	10.8%

A6 Charter Resources

Supporting Evidence and Documentation:

- Charter document
- California School Accounting Manual (SACS format)
- Annual external audit
- Auditor requirements and recommendations
- MOUs with Authorizers
- MOUs between the schools
- FCMAT communication and workshops
- CASBO communication and workshops
- [Board policies](#)
- Chief Financial Officer (consultant) recommendations and assistance
- Internal handbooks and practices delineating accounting best practices
- Salary schedules and Position Control system

Achievements:

- Highly qualified accounting staff
- Thorough precautions and accountability
- Segregation of duties across all levels

Category B
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC "a-g" requirements.

SCS administration and staff ensure schoolwide consistency of rigorous and relevant curriculum that is aligned to standards in all core curricular areas. Single-subject specialists research and update schoolwide curriculum choices that can adapt to the personalized learning model of instruction. Curriculum resources are analyzed and revised during monthly Professional Leaning Community (PLC) meetings. Single-subject specialists are continually editing, updating and improving resources that are aligned to I CAN standards in order to support Homeschool families, as well as researching new programs, such as Ten Marks, Reading Plus, and Lexia.

Springs administration and staff have implemented a variety of schoolwide Initiatives to ensure that all students receive a rigorous and relevant education.

- Courses are updated by single-subject specialists on a yearly basis.
- A variety of CTE courses are offered online
- Citrus Springs has adopted core high school courses from the Springs network; all are rigorous "a-g" approved courses
- Curriculum mapping is a collaborative process that is implemented by single-subject specialists. Each individual teacher has the freedom to deviate/modify curriculum and instruction as required based on student needs and within the guidelines of personalization.
- High school Homeschool courses are developed by single-subject specialists and delivered through one of our online course management systems. Using a consistent delivery method provides schoolwide congruence between the actual concepts and the skills taught. Each lesson plan is tied to specific I CAN (Key Skills) statements that are patterned after an appropriate CA State Standard. The linked videos, readings, questions and activities are also tied to these standards.
- Moodle and Canvas courses at the K-8 level reflect the State Standards through the I CAN statements.
- OARS content mastery quizzes are also patterned after these same standards.
- The College & Career section of the websites provides information and resources in regards to college events, scholarships, and college fairs, testing, Advanced Placement exams, and academic planning.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

In addition to providing a rigorous and relevant education to all students, the charter schools strive to stay true to the founding purposes of the charter school movement, which is to allow educators, parents, and students to be innovative within the educational process.

Throughout all programs and schools, innovation is encouraged and supported. A few examples include:

- In Homeschool, parents are allowed to select the curriculum they feel is most appropriate for their children and that will result in larger student achievement gains. Homeschool adopted curriculum choice options are currently in the process of being aligned to include more Common Core appropriate options; for example, moving away from the traditional text to curricula that is Common Core Standards focused and adopting Moving Beyond the Page.
- Parents of Homeschool high school students may develop course descriptions that are subject to approval by department chairs or advisors. Parent-developed courses must include the I CAN (Key Skills) Standards that are aligned to Common Core. These requirements help ensure that all students meet rigorous and relevant requirements while allowing parents and students to fully engage in the learning process.
- The 9th and 10th grade Integrated Curriculum integrates English, science, history, health, and art; allowing for more thematic lessons and to show students how these disciplines are related. Throughout the courses, students are selecting topics of interest and working on 2 or 3 disciplines to include English, history, science, and/or art. Embedded videos are used as instruction and enrichment for higher engagement of students.
- Homeschool parents may choose to use one of Springs' developed comprehensive K-8 lesson plans, called boxed sets. Classroom instruction includes hands-on, project based learning and allows student choice in methods for learning, as well as outcomes that have real world application.
- SCS offer on-line subscriptions for families to use (Discovery Education, Brain Pop, etc.), as supplemental teaching resources, as well as several different online curriculum for students to use (Rosetta Stone, ST math, ALEKS, IXL, etc.). Students also participate in online benchmark and diagnostic assessments such as OARS, i-Ready, I CAN tests, and classroom created assessments and projects.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

At the K-8 level, academy teachers and Homeschool ESs review student work to verify grading and appropriate progress on Key Skills/ICANs. At the high school level, single-subject specialists create and grade the midterm, final exam, and six Key Assignments per core class. The grade given to a student by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the governing board nor superintendent or other administrative staff shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Reference the Springs High School Handbook for specific policies and procedures regarding graduation assignments, earning units, grading, and adequate progress. (Appendix item E)

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

Citrus Springs does not currently have any articulation agreements with community colleges in Orange County. The school counselor offers academic advisement and will encourage qualifying 11th and 12th grade students to complete concurrent enrollment classes at local junior colleges, once enrolled.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

Reference 2016-17 Springs Master Course List (Appendix item D).

List the courses for which there is a written comprehensive and sequential documented curriculum.

All high school core course descriptions include curriculum options.

List the graduation requirements of the school, if applicable.

Below are the Board-approved minimum graduation requirements for a CSCS high school diploma. The high school counselor works with each high school student and advises the UC/CSU minimum requirements for admissions in order for the each student to have to most post-graduation opportunities.

English – 4 years (40 units)	Physical Education – 2 years (20 units)
World History – 1 year (10 units)	Health – 1 semester (5 units)
US History – 1year (10 units)	CTE/Life Skill – (25 units)
Economics – 1 semester (5 units)	**Foreign Language or Visual/Performing Art –
American Government – 1 semester (5 units)	1 year (10 units)
**Mathematics – 3 years (30 units)	Special Interests – (30-50 units)
Physical/Earth Science – 1 year (10 units with lab)	
Biological/Life Science – 1 year (10 units with lab)	State-required assessments **230 total units**

*** Math requirement includes at least one year of algebra content.*
The Visual Performing Art and/or Foreign Language requirements must be met by a full year course (10 units of the same course).

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

Citrus Springs anticipates the first graduating class in 2018 or 2019, depending on enrollment growth. Students will be well prepared for their post-graduation goals, whether that be a four-year university, community college, trade school, or the work force.

B1 Rigorous & Relevant Curriculum

Additional Supporting Evidence and Documentation:
- 2016-17 Master Course List
- High School Handbook (Graduation Requirements, grading policies, units, etc.)
- Canvas high school Homeschool courses
- Student transcripts
- 9th and 10th grade integrated courses
- K-8 Curriculum Boxed Sets

Achievements:
- Content alignment to CCSS
- College & career readiness
- CTE Course offering and real world learning
- Benchmarks aligned to CCSS

Areas for Improvement:
- Expand curriculum support to ELA, including EL and students with disability subgroups
- Increase internship relationships and opportunities in Orange County
- Increase choice options for all school created curricula
- Infuse writing in all created curricula
- Embed listening skills into all ELA curriculum
- Create Career Exploration curriculum for grades 6-12
- Develop and implement Career Exploration scope & sequence for grade 6-12
- Develop a toolbox for resource specialist providers (RSP) that includes hands-on materials and guides for a wide range of grade levels and ability levels.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Students are provided with opportunities for career exploration and pre-technical training through integrated curriculum, online CTE classes, career pathways, and internships. High school graduation requirements reflect the schools' mission by aligning with CSU and UC freshmen admissions requirements and including life skills requirements, which can be met through online CTE courses. All high school courses are rigorous "a-g" level courses (approval pending). Students have additional options to take community college courses for college and career readiness through concurrent enrollment.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

School leadership and staff recognize the challenges of ensuring that all high school students have access to all courses, including CTE, internship, dual enrollment, and Advanced Placement. The school currently offers online Spanish classes and on-site math and science courses at the Santa Ana student center for Orange County high school students who would like more a more supported instruction environment. However, geographical distance may be a hindrance for students who live on the outskirts of Orange County. K-8 students who would like to participate in Homeschool enrichment workshops also experience this.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Teachers, parents, and students meet regularly to set learning goals and track outcomes for each student. Progress is monitored, and goals are readjusted at individual learning plan meetings.

In Homeschool, this occurs no less than once every twenty school days throughout the school year. For families new to homeschooling, ESs provide additional communication and face-to-face meetings in the first three months of enrollment to ensure that the family is adequately supported.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

School counselors meet with students regularly to track progress on the student's four-year plan. Counselors provide support for post-graduation preparedness in multiple ways: college application workshops, common app support, letters of recommendations, financial aid workshops, etc.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Springs students have access to a rigorous, standards-based curriculum and a wide range of opportunities to explore real world applications, including a range of career and educational options.

As state testing transitions to using the Early Assessment Program (EAP) as one indicator of college readiness, school administration and staff have identified the need to develop an EAP Readiness program for students who are not proficient on the EAP assessment in their junior year. Guidance and Instructional Support leadership staff work collaboratively to identify a four-year math course sequence that will meet the criteria of EAP Readiness for California State admissions.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

The school's Guidance Department is an integral part of ensuring that students have access to all programs, resources, and services, and are enrolled in an appropriate level of courses, as well as courses that assist the student in attaining future goals. School counselors advise parents and students of additional academic resources within the community, including community college and CTE classes for college and career readiness. These procedures and partnerships with guidance support the academic success for all students, including those in our subgroups (i.e.; economically disadvantaged). Guidance Department staff collaborates with teachers and ESs in reviewing course placement, creating and monitoring a four-year plan, and maintenance of all high school transcripts.

B2 Access to Curriculum

Supporting Evidence and Documentation:
- CTE program description
- College & Career Resources on Springscs.org
- Internship Opportunities List

Achievements:
- Learning plans – students involved in creating
- Diversity of options with accountability structures throughout
- Support from school counselor

Areas for Improvement:
- Develop EAP readiness classes in ELA and math
- Increase instructional support and services for students who are placed on an alternate curriculum as part of the IEP process
- Student center location and accessibility

Category C
Standards-based Student Learning: **Instruction**

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which <u>all</u> students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Instruction is delivered through a variety of methods, including online, direct instruction in the classroom setting, home, and community based learning. Parents, students, and teachers work collaboratively on creating personalized learning plans and student goal setting to achieve the academic standards. Each ES spends time with students and parents, analyzes student performance results, and meets monthly to review student work. These ongoing opportunities allow the ES to provide relevant feedback to students and parents and help students focus on working towards mastery of academic standards. In the academy setting, teachers, students, and parents form Individualized Learning Plans based on diagnostic information and performance in the class. Students are given the freedom to direct their learning path through choice, passion, and interest driven projects.

SCS teachers modify lessons and assignments to ensure that each student is appropriately challenged, or the additional assistance required in order to foster academic success, love of learning, mastery of academic standards, and college/career-readiness is in place. SCS students explore and are expected to master required core subjects: language arts, mathematics, science and social studies. Instruction is focused on 1) building a solid foundation in reading, writing and mathematics, 2) developing lifelong learning and analytical skills, and 3) encouraging exploration, critical thinking, and problem-solving.

English Learner (EL) students receive a variety of text and online instructional options to facilitate their English development. An EL coordinator is assigned to oversee the program, review performance data, and provide coaching and training to teachers on evidenced based pedagogy that is aligned to English Language Development Standards.

A tiered intervention program (RTI/MTSS) is in place for students who are not demonstrating adequate progress. Students are identified for Tier II placement and progress monitoring based on multiple criteria and by a multidisciplinary team. Student intervention through the Tier II process includes both academic and behavior supports. Progress is monitored at regularly set intervals and referrals for additional assessments and evaluations for specialized services are made. Program based coordinators are assigned to assist teachers with identification, implementation, and measuring student progress and effective intervention supports.

Students with IEPs receive specialized services at the Santa Ana Student Center from Springs staff members. Special Education services help support all students with IEPs in meeting graduation requirements. All high school students with IEPs are enrolled in the same course of study as general education students unless the student's IEP dictates otherwise. Special education providers write standards-based goals to ensure complete access to the general education curriculum. School counselors participate in IEP meetings and carefully explain requirements for graduation, college, and career.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Students are informed about expectations during instruction and learning plan or goal setting meetings. SCS uses numerous methods of communicating expectations to students: Student Agreements, Course Descriptions, school and program handbooks, as well as other written expectations that are program specific. These documents provide detailed expectations and policies, including attendance requirements, graduation requirements, and grading scales.

K-8 I CANs (Key Skills) are foundational, common core-based math and language arts skills written in student friendly language. The I CAN program encourages students to set educational goals and create plans to achieve those goals. These skills and goals are supported by the Homeschool ES or academy teacher. Each student has his/her own I CAN folder that the teacher or ES will use to help set goals with the parent and student. Additionally, each student is given an I CAN Mastery Tracker to record, track and monitor their progress. Students track their progress on an individual tracking form they keep in their folders. They write down the grade they earned on a quiz, and if they didn't pass they write down their next steps toward mastery. Once they have shown they have taken steps to accomplish their goal, they may retake the quiz. At the beginning of each personalized learning path, the standard and the I CAN statement is clearly available. In some classes teachers and students discuss what skills may be needed in order to master the standard and which new skills the students may be learning. Students will then complete a "Personalized Learning Goal" to go with the standard.

College and career readiness is fostered through a variety of curriculum choices that are aligned to CSU/UC Freshmen admissions, career readiness standards, college articulation agreements, and Graduate Learner Outcomes. Students are able to participate in online seminars with single-subject specialists, onsite courses with larger interactive groups of students, or additional opportunities including local co-op groups, vender classes, or participation in community college courses. Online seminars allow students to participate in group discussions with teachers and peers. A variety of instructional tools are available for teachers to utilize in creating engaging learning environments.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

CSCS teachers and staff get to know their students well through the Personalized Learning approach. Depending on the program that the student attends, teachers are able to observe students in either the classroom or home setting. This ongoing interaction with each student is essential to the personalized learning process which seeks to engage each student in planning, assessing, and understanding the valuable role of the education process. SCS teachers and education specialists work directly with a "team" that includes both the student and parent, along with additional support staff/specialists, to review student achievement levels and develop an individualized learning plan that ensures both mastery of content standards and high levels of student engagement.

Teachers and staff use a variety of methods to connect with students and to tailor instruction to the individual student. Staff members use a variety of methods to differentiate and personalize instruction for all students. Some of the ways this is demonstrated are:
- Individual student Learning Plans are created for all students. Homeschools ESs assist families in providing instruction geared to student interest and learning styles.

- Kaleidoscope learning inventories provided to Homeschool families to determine student learning styles and parent teaching style.
- i-Ready is used throughout the academy programs and is highly recommended for parents to use in Homeschool. Because it is a computer adaptive program, it assists in providing targeted differentiated instruction based on student needs. Because it provides instruction, it also serves as a tool for differentiating in addition to monitoring student growth.
- Academy usage of online math technologies include ST Math for I CAN Math standards based instruction.
- Canvas and Moodle course management systems are used for online coursework and provide students with access to syllabus and lessons as well as allowing for interactive thread responses and uploading course documents/assignments.
- Additional online subscriptions provide Homeschool families with options to enhance personalized learning. Each online learning option is selected to further engage students in the learning experience and to provide additional depth, rigor, and interest in topics being taught.
- ESs provide in-service lessons to Homeschool families that identify online learning options, and resources to complement and enhance instruction and increase use of technology.
- Students are encouraged to complete projects using multimedia options such as video, PowerPoint, and Prezi.
- Utilization of multimedia options are included in student learning/lesson plans.
- OARS milestone assessments are administered online.
- Student curriculum orders are based on a collaborative decision between the ES and the parent and in alignment with each student's individual learning plan.

All Homeschool students receive a Chromebook to help assist families in developing their technological awareness and skills. Academy students have access to computers within the classroom setting. This has given students opportunities to become familiar with technology as needed. Students in grades 3-8 have the opportunity to take computer literacy, enrichment, and core classes at the learning centers. Classes also offer the opportunity to take OARS milestone tests at the learning center. This provides Homeschool students with a classroom based learning and testing environment and enhances their technology skills.

C1 Instruction: challenging & Relevant Experiences

Supporting Evidence and Documentation:

- Student Learning Plans
- Teachers lesson plans
- Moodle and Canvas courses
- RTI Handbook
- Kaleidoscope learning inventories
- [Homeschool enrichment computer class](#)

Achievements:

- Instructional design provides opportunities for students to engage in new technology and develop 21st century skills.
- Teaching and curriculum development by credentialed teachers.

Areas for Improvement:

- Provide additional parent training on interpretations and use of formal and informal assessments that drive student achievement.
- Consistent implementation of differentiated learning and personalized learning plans are needed in the academy.
- Develop additional support materials for staff and parent use of online instruction.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Citrus Springs teachers effectively use a variety of strategies in the delivery of the curriculum that enhances student engagement, including multimedia and other technology. Teachers have access to the following online programs: i-Ready, ST math, Raz-kids, Starfall, and Xtra for math, Xrea for language arts, Brainpop Jr, and Magic School Bus videos for science and social studies topics. Homeschool boxed set curriculum lesson plans incorporate the use of Reading A-Z, BrainPOP and BrainPOP Jr., Discovery Education videos, etc. into the weekly instructional planning. High school students are assigned Khan Academy, BrainPOP, and Discovery education videos through their Canvas and/or Moodle courses. Online assessments in i-Ready and OARS are used consistently for benchmark assessments, and online i-Ready assignments are used for catch-up planning. I CAN e-Booklets provide support in accessing and mastering the grade level standards.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

The teachers and parents follow a pacing guide that incorporates meaningful tasks, projects, self-evaluation and opportunities for demonstration of mastery for all standards. Teachers provide the opportunity for students to learn via inquiry and discussion, acting as a coach and facilitator rather than a lecturer. Students self-monitor their progress, using their identified learning strategies to move deeper into each concept.

Students and parents work with their teachers and education specialists to track their grade level mastery through the use of I CAN/Key Skills folders. The mastery of I CAN's for Math and ELA is recorded on I CAN folders (state standards and grade level expectations are emphasized) (*see appendix item C*). The I CAN folders also instill a great sense of ownership in the students' ability to track their own learning. Students are able to discuss their learning through the use of the schoolwide Power Tools and should be able to reference these tools along with their grade level I CANs when they discuss their learning path. Communication between the student, parent, and staff is conducted by conference, email, telephone, and the online grading system. Students are required to complete math projects for which there are several method choices. Learning projects are related to the topic being covered in class. Depending on the project, students will be required to make charts, graphs, collect data, and do internet research. Students are encouraged to use online programs as resources and are given rubrics for grading ahead of time so that they clearly understand the expectations for the project. Students are also given time in class and at home to work on ST Math and i-Ready. These online programs can be utilized below, at, or above the student's grade level so that their personal learning levels are addressed. The pace of these programs is also structured so that the student can move through the syllabus at their preferred speed, ensuring a deeper level of conceptualization.

At the academy, each student receives a personalized Learning Plan with individual goals based on their current levels and areas of interest. Teachers work as facilitators to guide their students through their personalized learning paths. Direct instruction is held to a minimum amount of time allowing more time in the classroom to be focused on mastery of personal goals and grade level material. In arranging classes this way, the student is able to work at their own pace while attempting mastery. They are also able to practice their skills with activities that reach all of the learning modalities and offer variance in method. It is this practice of teaching that allows for all students to demonstrate growth from their own personal learning level.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

In the SCS programs, students have many opportunities to apply their knowledge. Examples are present throughout the program and across different content areas.

- Teachers and students work together to create Personalized Learning Plans that focus on both the learner's academic needs as well as their passion and interests. By including students in the process of goal creation, they are equally invested in their success.
- Students have the option to practice the appropriate grade level content in e-books. Each e-book has been formulated with a wide variety of practice skills to help the students master each of the grade level content standard areas.
- Students can track their mastery of each standard in their I CAN Folders for math and ELA (see appendix item C).
- In the I CAN Math classes, students have the opportunity to choose a learning path based on their identified learning style. Through inquiry activities, students can explore new math concepts by asking questions first, building on prior knowledge and then collaborating with their peers to work toward understanding.
- In history, students work to create passion projects that meet the guidelines/theme for National History Day projects. Making sure to meet required expectations while being given the freedom to explore interests of their own is another example of true knowledge application.
- Students have the opportunity to work individually or collaboratively in both the National History Day and Science Fair competitions.
- Student work samples provide teachers with the necessary data to improve/add to their instruction where they see students struggling. Portfolios, discussion, questions, assessments (quick checks, quizzes, tests), and constant revision of student learner goals allow students to apply their knowledge of the curriculum in a real time, real world way.

The use of technology is necessary in providing instruction that moves beyond the traditional classroom setting. Students utilize technology in order to achieve academic standards at all grade levels. Students submit work generated with various software programs and websites including, but not limited to, the Microsoft Office Suite, Adobe Connect, Google Slides, Power Point, Prezi, Google Spreadsheets, Microsoft Excel, MovieMaker, YouTube, webcams, Moodle, Canvas, Khan Academy, Brain POP, Math XL, ST Math, Reading A-Z and Raz Kids, OARS, and i-Ready, and I CAN e-books. Students utilize multimedia videos embedded in either Moodle or Canvas course management systems, as age appropriate. Teachers utilize technology to advance student understanding of the content by embedding videos to extend the lesson. Both the Canvas and MathXL programs provide real-time feedback and grading while providing the opportunity to learn how to input answers electronically. Elementary age students practice mastery of their math standards through the use of online programs (ST Math, I-Ready, I CAN e-books).

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

Students have opportunities to participate in a variety of specialized events including science fair, history day, inspired learner expo, writing, reading, and math extravaganzas to explore and demonstrate knowledge.

Students participating in learning center classes have yet another way to practice and perform mastered skills and knowledge through a variety of courses.

Students in Homeschool collaborate with their ES to create interest based projects and studies. Learning may be accelerated and depth is easily adjusted in a 1:1 setting with parent teacher.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Whenever possible, teachers integrate hands-on, personalized, and student-driven learning strategies to increase student engagement and enhance the relevancy of the learning process. School administration and teachers continue to seek out professional development in order to successfully provide students a personalized learning experience.

CSCS has a wealth of instructional resources to provide learning experiences beyond the text-book. Examples are:
- Homeschool multi-age thematic units: Detective Daring & Going for the Gold (Moodle course)
- 3rd-8th grade Homeschool literature bundles (fiction book study with content connections) (Moodle course)
- Science performance tasks (Moodle course)
- Multi-age cross curricular units K-8th grade (Moodle course)
- Homeschool writing course (Moodle course)
- I CAN e-books (links to 'the best of the web' in mastery learning)
- Discovery Education (online portal for video streaming, lesson plans, units, and library including original source documents, images, speeches, and art pieces.)
- Enchanted Learning
- Brain Pop & Brain Pop Jr.
- ST Math (visual math program in grades kindergarten through Math II)

- I-Ready (ELA and math adaptive diagnostic and instructional curriculum)
- Homeschool Enrichment classes

Explain the degree to which students have access to and are engaged in career preparation activities.

CSCS offers a variety of opportunities for students to engage in real world activities that connect them to their learning. Some examples include:

- Grades 5-8 students have the opportunity to enroll in First Lego League, offered as a Homeschool Learning Center workshop. Along with focusing on robotic games, this program challenges students to address a specific real-world issue or problem, research and design an innovative solution, work collaboratively with others as a team, and present their solution at a tournament. Qualifying teams can participate in additional events and gain continued involvement in real world experiences.
- All grade levels also have access to a variety of field trips designed to enrich the students' learning experience when beginning a unit, culminating a unit, or celebrating a learning achievement. The field trips also allow the student to connect to their learning goals in a real world manner.
- Guest speakers are often invited into the classrooms to present students with relevant information to a multitude of learning goals. They provide hands-on learning experiences necessary to increase the depth of knowledge.

High school students have a variety of options to participate in college and career activities within the school and community. Some examples include:

- In order to gain a real-world connection, Homeschool high school students are highly encouraged to enroll in our internship program during their 11th and/or 12th grade years. Students gain experience and meaningful learning opportunities by working in their communities and alongside a mentor as they explore their interests. Through the internship program, high school students learn how to work and succeed according to professional workplace standards in their communities.
- High school students also have the opportunity to participate in concurrent enrollment in order to access local community colleges. These students gain college level experience and are exposed to the rigor of college level coursework while still enrolled in high school.
  - During the 2015-16 school year, the Springs network had a total of twelve students enrolled in the 11th and 12th grade, living in Orange County. Of those, five students enrolled in concurrent enrollment classes, completing a total of 14 community college courses, earning 49 college units.
- High school students who are employed may earn course credit through Work Experience courses.
- Online CTE courses are available to high school student throughout the school. All CTE courses are designed for college and career readiness.
- Career pathways are available to students who want to deepen their skill set and knowledge with a specific career area of interest.
- Students who complete several CTE courses within one field and participate in an internship receive a Springs CTE certificate of completion.
- The flexibility of the Homeschool schedule allows for a multitude of opportunities to engage students' personal areas of interest, community service, internships, work experiences, or other activities that might be restricted by a traditional school schedule.

C2 Instruction: Student Engagement

Supporting Evidence and Documentation:
- I CAN Student Handbook
- I CAN folders & e-booklets
- Mastery Tracker
- Student Learning Plans
- [Homeschool Enrichment schedule](#)

Achievements:
- Students have access to a number of supplemental programs, electives, and supports to ensure student academic success.

Areas for Improvement:
- Increase use of ST Math and i-Ready personalized instruction.
- Create K-12 mastery grading system with common tools, tracking multiple attempts at mastery.

Category D
Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

Springs uses accepted standardized assessments including CAASPP and CELDT, and Common Core based assessment tools such as i-Ready and OARS. An effective process for testing all students, collecting and disaggregating data, and reporting it out to all stakeholders has been established. Development of the Assessment Department improved the quality of trainings as well as the timeliness, relevance, and dissemination methods of reports. Results are disaggregated by program, teacher, demographic subgroup, and/or grade level.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

CAASPP and CELDT results are communicated and explained to directors, principals, senior staff, teachers, and ESs through training videos, shared resources, staff development, and email. Results are also sent directly to parents via mail along with instructions on interpreting the data. Academy teachers hold goal setting meetings with parents and students to review results and set personalized goals. ESs review results with parents and students at Learning Plan meetings.

CELDT and ELD data and analysis processes are explained in a detailed master plan, which is posted on the ELD Moodle course and sent to all teachers/ESs who work with identified English Learners. PLC Data Days assure that educators are reviewing student data in order to recognize trends and guide instruction. OARS milestone data is analyzed and disaggregated by grade level and teacher groups at data days. Trainings have been developed on interpreting and using our various reports. Because we only have a single year of data from CAASPP, it is difficult to use this as a tool to analyze trends, strengths, and weaknesses. As we collect data from the coming years, we will be better able to determine how to disaggregate and use this data.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

The school uses valid standards-based assessments to accurately measure student progress and growth. At lower grades this progress is typically quantified by standard as 1) not met, 2) in progress, 3) met, or 4) mastered. At the high school level, core courses include common assignments, benchmark quizzes, and final exams. The school also uses I CAN folders and report cards so parents can easily see how their students are progressing. These report cards are hard copy and can follow the student from teacher to teacher.

At the individual level, students progress towards graduate learner outcomes and academic standards, which are monitored through OARS/Milestones, i-Ready, and I CAN Report Cards. School counselors use OASIS reports, CALPADs, and Data Quest to track data and determine targeted areas of student need. College and career readiness includes EAP/CAASPP proficiency, "a-g" course sequence completion, cohort graduation rate, SAT/ACT scores, CTE course enrollment, college course completion, and CTE pathway participation and completion rates. Segregated Springs Charter Schools college and career readiness data is reported to the superintendent and school boards annually; Citrus Springs will be added to this reporting process in the next year or two, as the high school enrollment grows.

D1 Assessment: Analyze/Monitor/Report Student Progress

Supporting Evidence and Documentation:
- ELD Moodle Course
- ELD Master Plan
- CAASPP result reports to Principals and ESs
- iReady
- OARS Milestones
- Parent CAASPP results mailer with instructions

Achievements:
- Use of multiple measures to track and gather data on both growth and mastery
- Easy access to assessment data, including OARS, online data, and CAASPP

Areas for Improvement:
- In order to improve CAASPP and EAP proficiency for all subgroups, administrators and site leaders will train staff on how to analyze and own their specific data to inform instruction in a meaningful and purposeful way. Use disaggregated student data, including subgroups, to identify performance patterns and needs. Include calibrating scoring of short answer responses in Math and English.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

Based on the program goals and standards, Springs has a systematic way of sharing disaggregated assessment data with teachers, which in turn allows teachers to effectively monitor and evaluate student progress. This ongoing process allows teachers and other stakeholders to make informed, instructional decisions through continued network-wide collaboration. Both homeschool and academy teachers utilize data from CAASPP, OARS and iReady assessments to determine areas of student achievement/progress and need.

Scheduled PLC Data Days assure that educators are reviewing student data in order to recognize trends and guide instruction. OARS milestone data is analyzed and disaggregated by grade level and teacher groups at data days. Trainings have been developed on interpreting and using our various reports.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

Teachers also utilize a wide variety of formative and summative assessments that report both quantitative and qualitative data in order to determine content or concept mastery, make informed lesson plan revisions, and meet the needs of a diverse student population. For example, teachers use online programs like i-Ready, MathXL, IXL, and ST Math in order to gather baseline data on students to create personalized goal-setting and instructional plans. Teachers also use classroom assignments, tests and quizzes, projects, performance tasks, collaborative learning activities along with personalized-instruction models to obtain more formative data on students. The formative data is then used to assist teachers in preparing students for the summative and/or standardized assessments. Summative assessments, like quarterly milestone assessments, allow teachers to collect on-going data and analyze trends and patterns. Teachers also rely on student self-assessments, multiple intelligence surveys, and learner profiles to check for understanding and determining areas of need. Through constant data collection and analysis, teachers, students, and parents work together and are able to create schoolwide, classroom, and individual SMART goals.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Citrus Springs provides a multitude of diverse curricula and ways to assess student progress towards optimal learning and personalization. Teachers provide a variety of ways to show content-mastery, which in turn allows students to submit work that not only aligns with curriculum standards, but is of interest to them and can meet their learner profile/style needs. Within the classroom or Homeschool environments, teachers are able to implement strategies like the daily 5 or daily 3, project-based learning, inquiry-based learning, interactive notebooks, field trip activities and assignments, and more. The coursework provided within these practices allows students to grasp key skills and concepts of the curriculum standards and offers an opportunity to apply it to the world around them.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Springs network-level, single-subject specialists collaborate with teaching staff to align the I CANs and Common Core State Standards in a way that allows for optimal scaffolding, personalization, and cross-curricular alignment. As an extension of this, pacing guides are created for all grades to ensure that standards are being addressed in a systematic way to give students access to grade-level content, key skills, and academic vocabulary. As a result of spending a large amount of time in reorganizing the pacing guides and breaking down the standards, the Springs curriculum-embedded assessments have undergone a tremendous change over the last two years in order to appropriately align with the content-standards being taught to students. The school continues to work on alignment of a variety of curriculum to new California State Standards. The OARS mastery quizzes are a great resource for teachers, parents, and students to assess areas of strength and weakness.

Through our Guidance Department, students also have access to the assessments that help prepare for college and career readiness, such as Accuplacer, SAT, ACT, PSAT, ASVAB, and other assessments, which assist students and parents in making informed decisions about their academic futures. The Guidance Department sends regular email communication to Leadership staff, high school teachers/ESs, and parents to notify them of assessment opportunities, the registration process, and understanding results.

D2 Assessment: Learning in the Classroom

Supporting Evidence and Documentation:

- Accuplacer / SAT / ACT / PSAT / ASVAB Reports
- Annual Program Reviews
- Board meeting agendas
- CAASPP reports
- CANVAS assessments
- Canvas gradebook
- CTE and internship pathways
- Curriculum associates (ELA/Math)
- Data day reports
- ELD Master Plan
- Program SMART goals
- Guidance email campaigns to high school families

Achievements:

- Use of assessment data to drive instruction and personalize learning for every student

Areas for Improvement:

- Provide professional development for teachers to train on developing common assessments.
- Provide focused professional development to principals, parents, and teachers to continue to develop and refine personalized learner curriculum aligned to CCSS. Professional development topics should include: develop horizontally aligned common assessments, strategies to interpret data to guide curriculum, CCSS-aligned teaching practices and strategies for all content areas, and continue collaboration opportunities for school administrators.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

The charter uses a variety of ways to examine and analyze curriculum and assessments. Through the analysis of benchmark exams, final exams, i-Ready, ICAN/Key Skills, OARS, CAASPP, CELDT, and other assessments, teacher

and administrators complete "data digs" where they look at each student holistically to ensure academic achievement. Based on the findings, a student's personalized learning plan may be revised.

Charter, grade level, teacher level, and significant subgroup data is calculated and analyzed by all stakeholders in a variety of ways. Some examples include:

- A body of senior experts who meet quarterly to analyze data and develop support plans for areas where improvement is identified

- The Assessment Department calculates and presents numerous reports to leadership staff on all state-mandated assessments, often with specific reports based on areas of need

- The Personalized Learning Department computes data on i-Ready and OARS assessments by charter, program, teacher, and individual student to analyze program effectiveness

- An annual report is also presented to the Board and public showing assessment results, areas of success and needs analysis

- The charter also presents assessment results to the OCDE in the annual report

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

Springs Charter Schools have been proactive in evaluating current schoolwide and program-based data and ensuring that adequate resources are allocated through a well-defined budgetary process and in collaboration with each program's leadership staff. There are both network-wide and program specific staff development opportunities, including attendance at professional conferences. The Education Department and instructional support staff plan teacher PLC meetings that focus on student achievement data analysis, personalized learning, and the process for using data to revise lessons. Through the LCAP process, yearly student achievement goals are determined, monitored, and reported to all stakeholders including each school board. LCAP goals include at least three staff development opportunities for each goal. The school boards also utilizes assessment data to determine policy decision-making and/or changes to current policies. All procedures, staff development opportunities, and resources will remain the same, now under Citrus Springs Charter.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Principals work closely with their school community to prepare an annual Program Review report that evaluates all current practices, reviews current and previous year's data, and outlines the site/program's mission along with communicating how the mission is being implemented. Program Review reports are submitted to senior administration and are shared at board meetings. Data collection, reporting, and analysis is evident throughout schoolwide reports; district, county, and state comparisons are included.

After reviewing the Program Review reports, site visits and classroom observations are conducted through the Academic Instructional Monitoring & Mentoring (AIMM) process. AIMM, a peer review and monitoring process, is designed to ensure consistency in the implementation of the mission, vision, and graduate learner outcomes throughout the school. The purpose of AIMM is to

1. Provide accountability oversight and mentoring to both instructional leadership and faculty in all programs
2. Meet requirements of the Every Student Succeeds Act (ESSA)

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

Springs Charter Schools' administration and staff ensure the ongoing involvement of stakeholders throughout the personalized learning process. Parents and students are involved with staff in the review of individual student data and ongoing revision of learning plans, student goals, and areas of needed support. Teachers, student intervention staff, and single-subject specialists analyze student assessment data through the PLC process and at staff meetings. Leadership staff, superintendent, and board members review assessment data to determine schoolwide achievement trends and areas of need.

Describe the school's security systems that maintain the integrity of the assessment process.

The school employs a high-qualified assessment department who are highly trained in all areas of the assessment process. The department receives training numerous times each year through a variety of workshops and conferences in order to ensure that all assessment practices are followed properly.

The assessment department presents trainings for all site coordinators and all staff who will be on site during assessment administrations each year. The trainings are specific based on that group of staff responsibilities during the assessment process. For example, site coordinators who are highly involved in administering the assessment for their program receive a full day of training while classified staff who are supporting credentialed teachers receive a partial day of training.

All protocols are strictly followed to ensure test consistency and optimum assessment environments.

D3 Assessment: Modifying the Program

Supporting Evidence and Documentation:
- Program Review Reports
- AIMM evaluations

Achievements:
- Effective RTI/MTSS process to address student academic and behavior needs and personalize student interventions and progress monitoring.
- Effective data-driven decision making procedures

Areas for Improvement:
- Personalized Learning Plans and Daily Lesson Plans developed by educators need to consistently include data-driven, student-owned, personalized learning strategies, assignments, and assessments to engage students in deep learning of content and critical thinking that challenges, enriches, and scaffolds to meet all student needs, including English Learners, high achievers, and Special Education students.

Category E
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Quest Academy does not currently have a parent-teacher organization, so this is an area for improvement.

Without a parent organization, the staff have made it a priority to support local community needs and take on community services projects by engaging the students. Some efforts have included:
- Toy drive supporting Ronald MacDonald House
- Community beatification projects
- Penny Wars charity fundraising

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

Each program employs a variety of community, business, and industry opportunities to ensure a wide variety of options for student involvement beyond the classroom setting.

Santa Ana Student Center
- College & Career Fair
- Science Fair
- History Day
- Career mentor classroom presentations
- Student Council / Leadership
- Intermural sports

In Homeschool, hundreds of approved community vendors provide a wide variety of learning options for students that extend beyond the home setting. Vendors are vetted through the Administrative Operations Department and provide students with tutoring, core academic support, and enrichment options. Homeschool also offers a wide range of field trips and events throughout the school year for parents and students to engage:
- History Day
- Inspired Learner Expo & Talent Show
- Math Extravaganza
- Mobile Science Lab
- Reading Extravaganza
- Science & Engineering Fair

- Spelling Bee
- Springs Student Parent Regional Educational Events (SPREE) occur 5 times per year. Students fun, make it-take it, educational workshops for our K-8 students. Parents may choose from the following two workshops, "Creating a Culture of Habitudes" that also counts as the Renewal Course #4 for our Parent Certification Program., or "Right Writing: The Why and How of Teaching Writing".
- Writing Extravaganza
- Over 50 field trips are available to Homeschool students each year.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

Homeschool parents are encouraged to participate in our Parent Certification Program and CSI. The Parent Certification Program is a professional development program designed to provide professional development and inspire parents to continue their own development as homeschool parent teachers. (See appendix item H)

The CSI Program (Critical Skills Investigation) is a on online course for parent teachers to take that instructs in best practices, strategies, and skills for teachers.

Quest parents are involved in a variety of ways including Back to School nights, Open House, Coffee with the Principal, personalized learning plan meetings, and all other school events.

All parents are made aware of the school's purpose, learner outcomes and standards during the enrollment process via a one-to-one meeting prior to the student attending.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents are actively engaged as evidenced through a wide variety of school sponsored options. Some examples include:
- Program administrators and staff work closely with parents to make sure they have the proper teaching tools to help each child be successful when completing learning tasks and assignments at home.
- Instructional support includes independent learner strategies, such as Power Tools, curriculum and pacing guides, online learning options, and parent training on the use of resources and aids that will maximize student achievement.
- Springs Parent Certification is a program offered to all Homeschool parents to support their ongoing improvement as home educators. Parent Certification workshops offer practical and effective teaching strategies.
- Springs SPREE (Student Parent Regional Educational Event) events are available to Homeschool parents regionally and provide parents with the opportunity to collaborate and interact with teachers and other parents as they share "best practices."
- Academy parents have access to workshops on a variety of topics, including how to use the online systems provided by the school, financial aid for high school graduates, and high school orientation for all 8th grade students.

- Many teachers have developed websites for students and parents to access resources used in the classroom and at home.
- I CAN standards materials are designed to be user-friendly for parents, students, and teachers.

Comment on how parents have access to school personnel regarding all concerns.

School personnel are readily available during business hours to address parent concerns, questions, and needs. All personnel respond to email daily. Homeschool ESs are available via a work cell phone, and Quest and administrative staff are available via office phone.

The school website offers a live chat feature to help direct parents to the appropriate person/department if they are not sure where to find the information they need. The fully-staffed Springs IT department supports student accounts, Chromebooks, and technology issues on the IT Support Phone Line.

Describe how the school regularly communicates to parents and other stakeholders.

CSCS communicates with students, parents, and public stakeholders in a variety of ways.

Homeschool Families:
- I CAN Parent & Student Handbook for all families
- Homeschool ESs receive the weekly Monday Memo from administration to stay up to date on important events, resources, and reminders to share with their families. Because ESs are in close communication with families, we have found that parents are more responsive and involved in communication that comes directly from their ES, rather than mass communication that comes from administration.
- Families also receive direct emails to announce new offerings and events
- Annual surveys
- Monthly Learning Plan meetings
- Annual Curriculum Conference for parents

Quest Academy Families:
- I CAN Parent & Student Handbook for all families
- Quest Academy uses School Messenger to send program reminders, notifications, and information via email and telephone recording.
- Jupiter grades is used as a communication tool for student progress
- Coffee with the Principal
- Annual surveys
- Monthly Learning Plan meetings
- Annual Curriculum Conference for parents

For Community Stakeholders:
- School website
- Monthly Springs News Bulletin
- Facebook

E1 Parent & Community Engagement

Supporting Evidence and Documentation:
- Homeschool field trip schedule online
- Homeschool Parent Events
- Homeschool Student Events
- Monthly Springs News Bulletin
- www.springscharterscools.org
- Annual School Satisfaction Surveys
- Parent Certification Program Information
- Homeschool Vendor List for OC

Achievements:
- The school (and support personnel) employs a detailed intake process for new families to ensure that each student is enrolled in the program that best meets the family's needs.

Areas for Improvement:
- Establish Parent-Teacher Organization

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

> **Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

At Citrus Springs Charter School, there is a culture of professionalism, respect, and a universal belief that all students can learn. All administration and student center facilities are clean, safe, and orderly. Staff are trained to respond to student and schoolwide emergencies, and there is adequate staffing to ensure student safety and supervision before, during, and after school.

The Santa Ana Student Center and Administration Office in Temecula are safe and secure, and staff are trained to address safety needs. Each facility has a Schoolwide Safety Plan, site safety captains, and specially trained campus security staff and administrators who supervise all areas of the campus during school operating hours. Santa Ana Student Center conducts regularly scheduled emergency drills and follows all fire and safety code requirements. Emergency escape routes are posted, and emergency supplies are accessible. All students, staff and community members are encouraged to utilize the We-Tip hotline (7 days/week, 24 hours/day) to report suspicious campus activity or crime information at 1-800-78-CRIME. The school facility is adequately maintained and offers a clean and orderly learning environment. Facility service requests are automated and prioritized to ensure that all site safety issues are addressed in a timely manner by the Springs Facilities Department.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

Student center and administration offices are equipped with AED machines, and staff are trained to use the equipment. The student center has a team of staff who are trained to address emergency health issues and distribute student medication. The school offers CPR and First Aid training certification through the American Heart Association. Additional safety related trainings are available throughout the year, such as: American Red Cross Disaster Preparedness Academy, American Red Cross DPRA (Disaster Preparedness & Recovery Alliance), Shooting Trauma Training through Townson Productions, CERT Training, FEMA Online Certification, and REMS Training (Readiness & Emergency Management for Schools). Safe Schools offers online training for all staff. Staff also receive crisis prevention and non-violent restraint training (materials through Crisis Prevention Institute - CPI), offered by the Springs Guidance Department.

Education specialists attend meetings in the family home and ensure that the student's learning environment has all necessary items to promote optimum learning. Parents are provided with a yearly parent handbook that communicates schoolwide policies, resources, and parent opportunities to participate in schoolwide events. New Homeschool parents participate in the Homeschool Prep program (additional support during the first three months of enrollment) to ensure that there is a clear understanding of the school's mission and graduate learner outcomes and to provide added support for families who are new to the Springs Homeschool program.

When students receive a Chromebook, parents and students are required to sign the technology agreement, which states the expected use of the computer and lists websites they should avoid. Videos that enhance learning are uploaded or links are provided in Canvas/Moodle classes so students do not have to surf the web for additional instruction/extensions to learning.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The school recently trained two leadership staff members from the Special Education Department to become trainers for the Boys Town social skills program. These trainers are currently piloting the program at three Springs campuses and plans to provide training and resources to the Santa Ana Student Center in 2017-18.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Staff have regular opportunities for collaboration and mentoring: PLC monthly meetings, weekly academy staff meetings, and general collaboration among staff and departments. Staff meetings are agenda-driven and include norms that are reviewed at the beginning of each meeting. These norms encourage respect and professionalism.

Collaboration between parents and staff is very successful and practiced with fidelity through formal monthly student Learning Plan meetings as well as informal meetings, such as Coffee with the Principal.

E2 School Environment

Supporting Evidence and Documentation:

- Site Safety Plan
- Emergency Medical Training for Site Staff
- Safe School Mandated Trainings
- Crisis Prevention Institute (CPI) Non-Violent Crisis Prevention Training
- Student Technology Agreement

Achievements:

- School-wide safety programs and protocols are extremely well coordinated, articulated and implemented at all sites.

Areas for Improvement:

- The school needs to develop and implement a plan for addressing student health issues in a non-classroom based setting.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

> **Online Programs: iNACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

Springs Charter School offers a comprehensive system of support services that is focused on ensuring student success in a non-classroom based, independent study setting. Academic, social, emotional, mental health, and a multi-tiered system of intervention are administered through a coordinated system of highly qualified staff. Student learning is supported through the student's individualized learning plan and goal setting process. The school has an effective multi-tiered student support process through the RTI/MTSS program. RTI/MTSS functions are clearly described in the school's RTI Handbook (appendix F). Students are identified for RTI Tier II intervention, additional supports, and progress monitoring through teacher and staff evaluation of informal and formal student assessments.

The Special Education Department provides a full continuum of services. There is a high degree of staff collaboration between general and special education staff as the IEP team works closely together to develop a personalized learning program. Teachers and case managers collaborate and support one another in developing a rigorous and relevant education program and ensuring that all students have equal access to college and career readiness.

The Guidance Department includes school counselors and support staff. Each school counselor is assigned to TK-12 grade students. There is a consistent referral process to ensure that all students have access to school counseling services. Counselors provide a variety of student related services, including academic advisement, program placement, social and emotional counseling, and college and career planning. High school students meet with counselors on a regular basis to ensure that students are enrolled in a rigorous college preparatory course of study and have access to a variety of career courses and internship options. Student's post-graduation plans, talents, interests, and ability levels are used by the teacher, ES, parent, and school counselor to determine curriculum and course of study. Guidance staff reviews all student schedules, and teachers meet with the student and parents for a yearly review of each student's individual academic plan. School counselors provide scheduled year-end meetings with 8th grade students and parents, helping to prepare their schedules for college prep coursework and career readiness.   The school has an identified 504 Coordinator and clearly developed process to address the needs of students who qualify for a 504 Plan under the American Disabilities Act. 504 Plans are written by a multi-disciplinary team.

Students are supported for college and career readiness throughout the school. Graduates will be prepared for success in vocational, community college, state college, and/or university transitions after high school. College readiness is also supported through concurrent enrollment in community college courses. School counselors work with high school students to ensure that all available school and community resources are communicated to parents and students. CTE classes are increasingly accessible through the creation of Canvas online courses. In addition, there is a need to increase internship opportunities to students in the Homeschool program.

College readiness indicators are clearly defined by California State University and University of California school systems. As CSU implements the junior year EAP college readiness assessment, there is a growing need for Springs to increase pass rates and participate in EAP readiness classes.

Springs employs a full-time school nurse who provides a variety of services, including vision, hearing and scoliosis screening, site emergency team certification, diabetes and other medication management oversight, consultation to school administrators on a variety of health related issues, and support, training, and guidance to parents, students, and staff.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Families who are new to Springs Charter Schools received support throughout the enrollment process so that parents feel comfortable choosing the program that will provide an optimum learning environment for their student. Quest staff conduct campus tours and talk with parents about program expectations and requirements prior to enrolling. Parent Support staff respond to calls, emails, and website live chat inquiries from interested families. Intake staff assists enrolling families in selecting the best program within the charter school network. Intake staff analyzes high school transcripts, provides academic advisement, and places students in courses designed for college and career readiness. Families who are new to homeschooling are placed in our Homeschool Prep program and receive additional support and parent training during their first months of enrollment in the homeschooling program.

Personalized learning is foundational to the school in all programs, for all students. Once enrolled, student experience personalized learning in both Quest Academy and Homeschool.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

School staff abide strictly by compliance timelines and best practices. Multidisciplinary teams are established in both programs to quickly and efficiently address student needs as they arise. Administrative support staff (student records compliance technicians, special education compliance technicians, guidance technicians, and health technicians) verify timelines and documentation to ensure communication and accurate records throughout the process of parent request for support and Child Find referrals.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

All curriculum is written by a credentialed teacher and/or content specialist. Each grade level and subject is specifically created to ensure it is challenging, relevant, coherent, and offers students choice in their learning.

All curriculum development is overseen by the Assistant Superintendent – Personalized Learning who employs specialist in K-8 and all subject areas. Access to all course materials are available online.

Collaborating with their ES in the parent choice model allows for a variety of highly effective/relevant curriculum choices to be made on behalf of students. Homeschool has adopted and paced a challenging, literature based, high-interest curriculum choice that is available for students to choose and is strongly supported by staff.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

The school hosts numerous academic student events throughout the school year: focused field trips, History Day, science fair, spelling bee, Inspired Learner expo, and math extravaganza.

E3 Personal and Academic Support

Supporting Evidence and Documentation:
- RTI Handbook
- Special Education Procedural Manual (see appendix item G)
- Student Vision & Hearing Screening Schedule

Achievements:
- Each program implements a personalized curriculum for each student.

Areas for Improvement:
- Internship opportunities for high school students
- Need more local student events in Orange County
- Analyze EAP data, conduct student advisement meetings, and enroll seniors in EAP readiness course.
- Embed EAP ELA and math content into junior year English and Math 2 courses.
- Develop a Canvas course aligned to UC a-g Expository Reading and Writing course for seniors who do not meet EAP proficiency in ELA.
- Expand the RTI/MTSS data collection, interventions, and progress monitoring process to include non-academic support for students.

Part IV: Major Achievements & Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- School-wide goals are aligned with the WASC action plan, LCAP goals, school mission, and graduate learner outcomes.
- Job descriptions, an employee handbook, salary schedule, and position control system are established.
- Stakeholders are actively involved in data-driven decision making.
- All new employees go through a comprehensive professional development program (Core Training), which includes Pupil Services Compliance.
- Professional Learning Communities regularly analyze data.
- Each program completed an annual program review data report and conducts AIMM classroom observations.
- The school has effective communications systems among all stakeholders.
- An effective and active board governs with cross-collaboration between schools.
- All network schools have consistencies of practice
    - I CAN standards (Key Skills)
    - Power Tools student learning strategies
    - Multiple Intelligences
    - iReady
    - Assessments
- Courses are aligned (or are undergoing alignment) to new California State Standards.
- The school is prepared to offer multiple CTE courses and college and career readiness resources.
- Benchmark assessments are based on Common Core Standards.
- Instructional design incorporates technology and develops 21st century skills.
- Curriculum is personalized.
- The school offers a variety of supplemental programs, electives, and supports.
- Multiple measures are used to track growth and mastery for each student.
- A detailed intake process is established for new families to ensure that each student is enrolled in the program that best meets the family's needs.
- Safety programs and protocols are practiced with fidelity.
- The RTI/MTSS process addresses student academic needs, utilizes student interventions, and monitors progress.

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- Provide professional development for principals, parents, and teachers to continue to develop and refine personalized learner curriculum aligned to CCSS.
- Provide professional development for leadership staff on LCAP transition, rubric, and strategies to address needs.
- Provide professional development for teachers to train on developing common assessments.
- Ensure that Personalized Learning Plans:
  - Challenge, enrich, and scaffold to meet all student needs.
  - Include English Learners, high achievers, and Special Education students.
- To improve CAASPP and EAP proficiency for all subgroups:
  - Train staff on how to analyze data to inform instruction in a meaningful and purposeful way.
  - Use disaggregated student data, including subgroups, to identify performance patterns and needs.
  - Include calibrating scoring of short answer responses in Math and English.
- Create a system or rubric to measure progress toward Graduate Learner Outcomes.
  - Identify data sources for measuring and monitoring progress on I CAN graduate learner outcomes; integrate into data collection, reporting, and analysis process as part of the ongoing student improvement process.

Name: Amy Podratz *Position:* Assistant Superintendent of Administrative Operations

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.